
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Making the Advanced Shorthand Work Practical

*By the Advanced Shorthand Class of Athens High School, Athens, Ohio
Elizabeth Briggs, Chairman, 1932*

SHOULD we devote the entire advanced shorthand period to speed work, correcting papers, and criticizing transcripts? We as a class say NO, and we wish to prove that members of a group striving to attain a knowledge sufficient to equip themselves for secretarial positions must have many other qualifications in addition to the ability to write shorthand speedily and transcribe their notes neatly and accurately.

Three Practical Projects

This year our class, composed of seventeen students, has worked out three very interesting experiments. First, we planned to have interviews with a number of employers and secretaries, then we made out a list of

questions which had arisen in our minds concerning the duties of a secretary and the requirements of an employer. We handed these to our teacher, who selected thirteen leading questions for us to ask the employers and twenty which we were to put before the secretaries. We then selected the various offices which we wished to visit, and each member went for one, two, or three personal interviews, took notes, and reported to the class. A total of twenty-five employers and secretaries were interviewed.

Second, we, in groups of three, visited one of the most efficient offices in Athens and observed just how the work was carried on. These visits were followed by class discussions.

Third, the class was organized as a firm,

and divided into the various departments, such as accounting, credit, sales and advertising, and so forth, with a general manager over all of these divisions. A secretary was appointed for each head of a department, and for two days the class period was devoted to the carrying out of certain office procedures. Space was made for a desk, chairs, and other office equipment, including a telephone. The plan was to have the secretaries take the dictation and carry out the instructions of their employers, answer the telephone, receive callers, make appointments, and file the letters which were on the desk.

After each member of the class had had an opportunity to take part in the work, we discussed the good and bad points which we had observed during the entire "performance."

Experiment Netted Worthwhile Results

Were the results of the three experiments worthwhile, and practical, or have they been a waste of time that should have been devoted to gaining speed? We shall try to answer this question in the following conclusions:

1. In formulating our questions it was necessary for us to analyze the situation and think out some actual problems which will undoubtedly confront us when we enter the business world.

2. We learned how to call by telephone and make appointments for interviews, go and introduce ourselves, and obtain the desired information.

3. Our contacts with both employers and secretaries were very pleasant, and we feel that they are interested in us and what we are trying to accomplish.

4. It will be much easier now for us to apply for a position in person, since we know something about approaching strangers.

5. Our observation of a well-equipped office gave us a splendid idea of what an efficient secretary is expected to do, and we realize the importance of knowing something besides the mechanics of shorthand and typing.

6. The fact that we had to go through the actual performance of conducting an office, again made us analyze the situation and put into practice some of the theories that we had been told about in class, such as how to introduce ourselves and others, to make our wishes known to the secretary and to the head of the department, and how to show callers into the office of our employer.

7. Some of the leading points made by employers were

(a) A secretary must do more than she is told to do.

(b) She must be neat in appearance and her work must be accurate.

(c) The majority said that grades are important and that intelligence test ratings have their bearing.

(d) When making personal application, the applicant is judged by her approach, her self-confidence, her personal appearance, her training, her speech, and her manner (polite, easy, or self-conscious).

(e) Whether or not a test is given depends largely on the kind of position desired. If speed in shorthand is essential, a test is usually given.

(f) Opinions concerning letters of application differed equally. One-half said they preferred that one's letter precede the personal interview, while the other half said that a personal application should be followed by a letter of application and that it be filed.

(g) The majority preferred a college-trained secretary, because she has a broader background, and a more general knowledge to draw from.

8. From the standpoint of the secretary we found that

(a) Beginning salaries range from \$60 to \$80 a month.

(b) A speed of 80 to 90 words a minute in shorthand and 45 to 50 in typing is sufficient in the usual business office.

(c) We should learn to meet people in a courteous manner, and make them feel that we *want* to help them.

(d) There should be no doubt as to the correctness of our speech.

(e) The more familiar we are with the business, the more valuable we shall be to our employer.

(f) We must be good-natured, even-tempered, quiet, loyal, and efficient in the mechanics of typing and shorthand.

(g) If the dictator makes an error, the correction should be made and his attention called to it.

(h) Employers do not expect too much of beginners, but they expect them to study the business and learn by experience. Having to make the same correction twice will not be tolerated by most of them.

(i) If the secretary gets behind in taking dictation, she may ask the dictator to slow down, but she must wait until he has completed his thought. To struggle through a letter and not get it is a waste of time for both.

9. Class discussions may take up a great deal of time, but those based on the experiments which we have worked out this year have proved to be *most* beneficial.

10. The fact that thirteen out of the group of seventeen have passed the eighty-word Gregg Transcription Test, and that two have been awarded the one hundred-word certificate is proof to us that we have also attained a high degree of efficiency in the shorthand work.

Therefore we resolve: That if the work of the advanced shorthand class is to be made practical, the students must be brought into close contact with actual business situations, and they should realize that their class work is *not* just something that they must learn from books in order to get a grade in the subject.

Two Typing Teachers Speak Out

How Much Checking?

MR. SYDNEY HILLYARD, of the Los Gatos (California) High School, wrote Miss Elizabeth S. Adams, of our Pacific Coast office, a letter last year that will be of interest to all typing teachers:

I read the other day an article entitled "How Much Checking?" The writer seems to experience much hardship in this checking business.

Do you know I never have any such trouble, and the time that I have to spend on checking is negligible.

I use the New Rational Record Card. My classes do *one* exercise in every assignment: *all stops set all the time* at 10 and 60. Thus there is no checking on line-length and no referring to the book to see if every exercise is done.

Then I have a reliable student put a check on the card in its proper square for each exercise handed in. *Each Monday I give out his card to every pupil.* If there be any discrepancy in the marking the student calls attention to it and it is corrected (as I keep all papers).

The students are more particular about picking out errors, strikeouts, erasures, than I am, and few get by.

The only question is, can the student be trusted not to favor a friend?

I try to select those who won't. But if there should be such a thing, the student so favored will be ahead in regular assignment work and behind in speed tests. I immediately investigate.

By this method the class keeps itself checked up every week, and does it better than the teacher can, as each student knows well enough what he has done.

As to the quantity of papers handed in: Just as in English classes the teachers give themselves three times the trouble they need to by setting long papers, so indeed do the typing teachers.

We have speed practice every day, the papers from which go into the maternal lap of the wastepaper basket. Every Friday we take most of the period for a speed test—a sentence which has been on the board since Monday. The papers are immediately checked and the names and words per minute posted in order on the blackboard.

This system is for all our three beginning classes, seventy-five pupils, and I venture a

good round bet that my record approximates to within a fraction of a per cent of each pupil's actual work.

If things were going wrong I would hear about it pretty soon from some of my trustworthy advanced students, or even from reliable beginners. And so to spend night after night, Saturdays, and holidays checking is ridiculous.

As for the advanced class, all the work, correspondence, advertisements, mimeographing, secretarial practice, filing, calculating machine work—it's all checked in class. And I know how each student stands to a gnat's heel.

Additional Details of Mr. Hillyard's Plan

Miss Adams forwarded a copy of this very enlightening letter to us and we wrote Mr. Hillyard for further details. We quote a portion of his reply illustrating his plan, which we recommend to all teachers:

Each day I sit at my machine and type and dictate speed exercises, the class writing in unison with me. I use every kind and sort of speed drill. These papers the class throws away. I never see them except when I walk around and watch the drill after I have quit leading the class on my own machine.

Each Monday I put a sentence on the blackboard of about 50 to 70 strokes. All classes practice that for a week and we have a one-minute test on it Friday. Immediately thereafter I put the name of the pupils on the blackboard in order of speed—the whole three classes in order from the fastest down. *I deduct only one word for each error.* This gets them down to the idea of speed, which I work at from the first week.

By recording this speed test every week and keeping the exercise record on the Rational card, I know exactly how everyone stands.

The one-minute tests are corrected by the pupils and then I have a few reliable students give the high ones the once-over and I glance over the top ones myself. Nothing ever gets by. They can't bring in a test done at home, as I pass out different colored paper for that particular test, and don't accept anything else. I give the Friday test three times and the student hands in the best of the three. At report-card time I have an office-practice girl average the three best tests of each pupil on the adding machine and then

the class average, and I do my grading from that. That sentence-per-week idea is the best thing that I know of in typing instruction.

* * *

Mr. Hillyard has developed a sensible and effective application of the principle of *repe-*

tion on the continuous typing level through the use of the "sentence-per-week" idea. May we suggest that after the first half of the first semester the same teaching device can be applied to paragraph practice, using a single paragraph each week?

—H. H. S.

A New Method of Finding Net Speed in Typewriting

TIME will be saved when computing the net speed in typewriting speed tests by using the following method, according to Mr. A. S. H. Hankinson, of the Commercial High School, Montreal, Quebec:

First, find gross speed by dividing the number of strokes written by five, and then dividing the result by the number of minutes. If preferred, these two divisions may be done in one operation.

Second, since ten words are deducted for each error, it follows that if the length of the test is for one minute, we must deduct 10 for each error made, and the result is the net speed. For instance, a gross speed of 60 words a minute for one minute, with two errors, is 40 words a minute net. It will be noted that the net speed was obtained by subtracting a certain number for each error (in this case 10) from the gross speed. The same method can be used, no matter how long the test, by use of the following table:

1 minute test, subtract 10 from gross speed for each error	
2 " " " " " " " " " " " "	5 " " " " " " " " " "
5 " " " " " " " " " " " "	2 " " " " " " " " " "
10 " " " " " " " " " " " "	1 " " " " " " " " " "
15 " " " " " " " " " " " "	$\frac{2}{3}$ " " " " " " " " " "
20 " " " " " " " " " " " "	$\frac{1}{2}$ " " " " " " " " " "

EXAMPLES: Suppose a student writes 1,000 strokes in five minutes with two errors.

$$\frac{1000}{5 \times 5} = \frac{1000}{25} = 40 \text{ words per minute gross}$$

As noted above, in a five-minute test, we must deduct 2 for each error, therefore the net speed is

$$40 - (2 \times 2) = 36$$

Again: Suppose a student writes 3,768 strokes in 15 minutes with 6 errors:

$$\frac{3768}{75} = 50 \text{ words a minute gross}$$

In a fifteen-minute test we must deduct two-thirds for each error.

Two-thirds of 6 is 4 Deduct 4 from 50 Net speed is 46

It will be observed that, by the use of this

method, the attention of the student is first of all focussed upon his *gross* speed, which, after all, is the actual speed at which he is writing. Then it shows him how his errors bring down that speed to a much lower figure if the errors are many, and how the gross and net speeds keep close together if the errors are few.

Watch That "Spread" Between Gross and Net

It is the opinion of the writer that too much attention has in the past been put upon mere net speed, without taking into account the spread between gross and net. Net speed, even when it approaches or exceeds one hundred words a minute, does not in itself indicate good typewriting, for the gross speed may be ten or twenty words a minute higher than the net. Many typewriting students have never worked out their gross speed, the speed at which they are actually writing, due to the fact that the net speed only has been required. If teachers of typewriting will first of all have their students work out the gross speed, and then the net, and devote some attention to reducing the spread between the two, the quality of the students' work will be improved. That is why, in this method of computing the speed, the basis from which we work is the gross speed.

* * *

We are glad to pass on Mr. Hankinson's contribution. For a number of years we have been convinced that only by "facing facts" can the typing student make a true evaluation of his skill and thus make worthwhile efforts to progress. For this reason we have preferred to discard the net speed in making our graphs and have shown only gross speed and errors, thus demonstrating the day-by-day relationship between speed and accuracy. It is the study of this day-by-day relationship that conditions student attainment—not the daily comparison between what the student has done in the way of his net rate and what others, even world's champions, have done.

Who has another helpful suggestion?

Remedial Teaching of Shorthand

By Lila W. Brock

Central High School, Newark, New Jersey

REMEDIAL teaching is corrective teaching. The newer developments in the teaching of stenography must come from an analysis of the students' aptitudes and abilities. This is an age of research, and the subject of stenography offers a wide field for investigation. By the giving of diagnostic tests covering the four phases of shorthand instruction—knowledge of vocabulary, penmanship, ability to take dictation, and ability to read and translate shorthand—we discover weaknesses in learning and have a sound basis on which to begin our corrective teaching. In brief, these tests diagnose the specific abilities of each pupil, unit by unit, through the elementary stages of his shorthand course.

Helpful Diagnostic Tests

To one not familiar with the different types of diagnostic tests, I would suggest those written by Ethel A. Rollinson, instructor of stenography and typewriting at Columbia University. She has worked out a set of diagnostic tests for each unit of the Gregg Shorthand Manual, accompanied by definite instructions for correcting and scoring. In addition to this, there is available in loose-leaf form a test covering each chapter in the Manual. Each set of tests is divided into four separate parts, as follows:

- (a) The writing of shorthand outlines for as many words as possible in a given time.
- (b) The writing of continuous matter in shorthand at a good speed commensurate with good penmanship.
- (c) Dictation of a paragraph or letter, measuring the varying abilities to take dictation.
- (d) The reading of accurately written plates of shorthand notes.

Personal efficiency is a goal toward which we are striving to guide our students. This efficiency is increased by confidence and pride in one's own ability to succeed. The results of these tests, after careful study, show the particular remedies and disabilities of each individual. The remedial work can then be accomplished much more intelligently than would be possible on the basis of blind guesses as formerly, and the student himself has a tangible evidence of his progress. Such evidence should be kept before the student constantly, and used wisely by the teacher in motivating his desire to do more and better work. A differentiation, however, should

be made between the errors made by the class as a whole and those made by individuals. If the class has missed a particular point, drill on that thoroughly until mastered, but do not continually repeat something already learned. This would be a waste of time and would also cause the students to lose interest and become indifferent. If individuals are weak only in certain points, give them individual instruction and drill outside of the class period. Encourage these poorer students by helping them remedy their difficulties.

Specific Cases

Let us take the case of Group A. From the test, we discover that their knowledge of the principles and reading ability are very good, but their ability to write shorthand is poor. The penmanship sheets show that their outlines are heavy and drawn. What is the remedy?

First of all, emphasize the necessity of bringing to class each day a pen from which the ink flows readily or several pencils of medium softness, well-sharpened. Then get across the idea of a quick-motion stroke with a "get-away" at the end. The drawing of outlines should be avoided, and to get this quick stroke with vanishing point at the end, give a penmanship letter drill, counting rhythmically as the students write the outlines. Follow this up with short word drills. Many illustrations of each drill should be presented by the teacher on the blackboard. The students should "see" how the work is done and then practice it themselves, until the motion becomes a fixed habit. Many have found that the use of a phonograph record to insure rhythm and to keep up the interest of the pupils during these drills has worked advantageously. Select the drills with care to correct the particular weaknesses you have discovered.

Working Up Speed

Group B is weak in dictation. It is a class which has had comparatively little letter work. What measures can the teacher use to bring the work up to the standard desired? Beware of discouraging them! Better than that, adopt a method similar to the following: Dictate first at a rate of speed

whereby nearly every student has the satisfaction of getting the outlines. Then ask a pupil to read back his notes, at the same time actually writing over every outline. While he is reading and writing over his notes every student in the room is writing over his or her notes, keeping pace with the student dictator. In this way they get used to different voices dictating, some fast and some slow, according to the ability of the pupil called upon to read. Now the students are ready to take a far more rapid dictation from the teacher, having had her original dictation plus that of the pupil who read back. This is an excellent way of working up speed.

In building up the vocabulary of this group, we find they have a tendency to write out long words. Now, many words follow the longhand abbreviation, while others are written through the accented syllable. Give dictation on the high-frequency words in sentences, letters, or articles to help build up rapidly a good shorthand vocabulary. See that each student is making use of his shorthand every day in place of longhand.

Another point to emphasize right here is training the individual to carry several words or even a whole sentence in his mind and then writing same from memory. In giving new material, it is often wise to practice new words or phrases which will cause hesitation until mechanical facility is gained. Then dictate letters containing these words or phrases to make the facility gained worth while.

Start dictation early! The sentence method is becoming more and more popular. The student not only learns the outline for the word but applies his knowledge in an actual sentence. The teaching of a list of words becomes much more interesting if, after they have been dictated and read back, they are used in sentences. Right here, the teacher will find Markett's "Word and Sentence Drills" an invaluable aid in supplementing the Manual which, in itself, gives the student an exceptionally well-balanced working vocabulary.

Stimulating Ready Reading

Group C is weak in reading. How will we overcome the hesitant and jerky reading of the students? One of the best means of securing accurate reading and writing is the reading of accurately formed notes. The visual picture of the outlines which the student gets remains with him and the writing of these becomes more spontaneous. In developing enthusiasm for reading, THE GREGG WRITER can always be used to advantage. Its inspirational articles, the additional reading

and writing matter contained in it, and its system of certificates and awards are really vital to the best teaching interests.

If a student is poor in reading because he does not comprehend the meaning, have him read a few sentences, or a paragraph, and then state in his own words what he has just read. He must get used to looking ahead at several outlines at a time in order to get the sense of the sentence. The rate of reading will improve as the number of outlines the eye can take in at a glance increases. Timing the students as to their reading of a column of words, where the longhand is covered, or a group of sentences, will often act as a spur to the poorer ones.

In the doing of homework, a method of correlating writing and reading which has proved satisfactory in my work is to have the student first copy from the book, and then in the column directly across from this, copy from his own work, dictating it to himself, and keeping the same number of words to a line as when he copied from the book.

Conclusions

In conclusion, let me state that the remedies suggested in stenography, as in medicine, can only be applied after the correct diagnosis has been made, and when an atmosphere of sympathy and understanding exists between the students and teacher, for the value of our teaching is going to be measured by the degree it shows forth in the lives of our pupils.




To Cut Costs On C. T.'s and T. T.'s

AS a measure of economy and further co-operation with our teacher friends active in the credentials work, we have decided to accept the certifications of teachers on the Competent Typist Tests at any rate above 40 and under 50 words a minute, and on the shorthand Transcription Tests at the 60- and 80-word speeds without the hitherto required submission of the typewritten transcripts and shorthand notes.

Competent Typist Tests at the higher rates (50 words or more per minute) and Transcription Tests at 100, 120 or more words a minute must be accompanied by the supporting documents as heretofore.

Inasmuch as postage on all of these papers must be paid at first-class rates, our main purpose in making this modification in our requirements is, in effect, to save unnecessary expense for the teacher which ordinarily is involved under the old plan.



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

AN exceptionally valuable project for advanced typing students forms a part of the yearly program of Miss Ethelwynne Boyd, Commercial Department head, Aspinwall High School, Pittsburgh, Pennsylvania.

Each February the seniors in Miss Boyd's office practice class set up and mimeograph the complete report of the Aspinwall School District. The report is in the form of a 16-page bulletin, letter size; mimeographed on both sides; collated and stapled by the office practice class. The booklet contains, in addition to the auditor's annual report, comments on this report, graphs showing the distribution of the school dollar, and a summary of interesting facts regarding school activities.

Miss Boyd writes that in 1932 the class mimeographed 1,350 copies of this report. The copies were distributed to all the taxpayers of Aspinwall by some of the junior high school boys, the purpose being to acquaint each taxpayer with the financial affairs of his school district prior to the adoption of the school budget for the ensuing year.

Measured according to its contribution to the civic, economic, and strictly vocational education of commercial students, this project scores 100 per cent. It is also one of the finest illustrations of the value of a worthwhile business experience as part of the equipment of the commercial teacher. Miss Boyd states that without her previous business experience she could not have obtained such a businesslike production from her students.

ONE of the important phases of the training of advanced shorthand students is the building of a varied vocabulary. The shorthand students of Northern High School, Detroit, Michigan, under the instruction of Miss Lillian Gwinn, conceived the idea of building their vocabulary each day through the medium of clippings from papers, magazines, and other sources illustrating the type of business being studied. For instance, when the correspondence of the automobile industry was being dictated each student brought in clippings from automobile magazines and advertisements. Other lines of business were similarly treated. In this way also many topics of current inter-

est were covered as a project in vocabulary building. This plan has proved to be a most interesting and valuable deviation from the usual word-building drills.

The students mounted their clippings and accompanying illustrations attractively on letter-sized sheets of paper, leaving space on each sheet for a shorthand transcript of the clipping, which they wrote in their best style.

We should like very much to reproduce one or two specimen pages of Miss Gwinn's project, but as each of the pages sent us contained illustrations in color, it is not practicable to do so.

We wish to compliment Miss Gwinn and her students on their originality and recommend most highly this vocabulary-building project to other teachers of advanced shorthand.

OUR readers will be glad to hear that Dr. Herbert A. Tonne, assistant professor of Education, New York University, is to offer two courses in business education at the 1933 summer session of the University of Southern California, Los Angeles. The titles of his courses are *Business Education in Secondary Schools* and *Curriculum and Methods in Accounting*.

The summer-session faculty of the University of Southern California is headed by Dr. Benjamin R. Haynes, associate professor of Commerce and Education in that institution.

Courses will also be offered by Dr. Ira W. Kibby, chief of the Bureau of Business Education, State Department of Education, Sacramento, California, and by Miss Eva M. Jesup and Mr. Albert E. Bullock, both well known for their excellent work in commercial education in the city schools of Los Angeles.

A more complete announcement of this and other summer-session courses in business education will appear in a later number of *THE AMERICAN SHORTHAND TEACHER*.

WE have just learned that Mr. W. C. Lowe retired from the principalship of Commercial High School, Atlanta, Georgia, on January 1. Mr. Lowe has made a lasting contribution to the cause of commercial edu-

cation through his splendid work as principal of the school, his presidency of the Southern Commercial Teachers Association, and his many other personal and professional activities. Mr. Lowe's many friends are extending their sincere congratulations on his having reached this point in a distinguished career, and wish him many good things through the years to come.

JAMES C. KANE, who has been connected with the Drake Business School of New York since 1908, died at his home in Baltimore on November 22.

Mr. Kane was a very able teacher of penmanship and rapid calculation. As a black-board writer he had few equals.

He was a graduate of Gaskell School in Jersey City, a penmanship school known to the "old timers." Mr. Kane's classmates at the same school were A. H. Hinman, W. E. Dennis, and A. N. Palmer, all of whom contributed much to the development of penmanship and other commercial subjects.

* * *

Remember!

THE TEACHERS' MEDAL TEST CLOSES THIS MONTH—

January 31, to be exact. Judging from the number of specimens that have been received for criticism during the past month or two from teachers wishing to secure official criticism on their shorthand writing style before entering notes in the Medal Test, there will be no "depression" in volume of tests received this year! Rather, the Medal Test bids fair to be the biggest from point of view of numbers of any we have held. The increased professional interest of shorthand teachers in the development of their own writing skill is very gratifying to us, who for years have watched the work that is being done by the skilled as well as the unskilled. Best results in teaching invariably are attained by the teachers who themselves know how to write good notes.

The Teachers' Annual Medal Test is one of the major services we render to teachers; it is intended as an inducement for teachers to perfect their knowledge of shorthand style and proficiency in execution by rewarding this professional accomplishment with a solid gold medal testifying to the teacher's qualification to teach shorthand style. We hope that you who read this will join those who submit their notes for official examination and rating this year. The medals and certificates of professional skill ought to be among your credentials as a shorthand teacher.

The brief forms conquered

We all agree that because of their importance the brief forms must be learned perfectly. Yes, but how? Phonograph records have always been the obvious solution, except for their cost. Gregg Recorded Dictation has overcome that objection by offering for 25c a very durable record which gives six minutes of continuous dictation if desired.

Gregg Recorded Dictation No. 1—a record containing 6 minutes of dictation comprising every brief form in Gregg Shorthand, together with the most important derivatives. A shorthand key is provided without charge with each record. 25c net, post free.

Gregg Recorded Dictation No. 2—a record containing 6 minutes of dictation comprising a selection of extremely helpful special phrases, together with a letter employing a number of those phrases. A shorthand key is provided without charge with each record. 25c net, post free.

Every student should have one of each of these records for homework assignments. Send to our nearest office for your supply of records. Enclose remittance at 25c each and we pay postage, or records will be sent with bill, as you request.

CONVENTIONS

Southern Commercial Teachers' Association

Chattanooga, Tennessee, November 24-26, 1932

OFFICERS

PRESIDENT: W. P. Selcer, Chattanooga High School, Chattanooga, Tennessee

VICE PRESIDENT: A. M. Bruce, Massey Business College, Birmingham, Alabama

SECRETARY-TREASURER: Mrs. Margaret B. Miller, Wheeler Business College, Birmingham, Alabama

EXECUTIVE BOARD: M. A. Smythe, National Business College, Roanoke, Virginia; C. W. Edmondson, Edmondson School of Business, Chattanooga, Tennessee; Helen Frankland, Hume-Fogg High School, Nashville, Tennessee; Mary A. Butler, Bristol Commercial School, Bristol, Tennessee

THE three days of this convention were spent in developing constructive ideas that will help realize the theme of this year, "Promotion of Commercial Education in the South." Not only were problems discussed from the point of view of those working in the field of commercial education, but also from the administration angle by business college executives, school superintendents, and high school principals.

Speakers and Topics at General Session

ADDRESS OF WELCOME, *Hon. W. T. Robinson*, Superintendent Public Schools, Chattanooga; PRESIDENT'S GREETINGS, *W. P. Selcer*, Chattanooga High School; Response, *W. R. Pittman*, Massey Business College, Birmingham, Alabama; GUIDANCE AND MOTIVATION OF COMMERCIAL PUPILS (a) in the Private Business Schools, *A. J. Lawrence*, Assistant Professor of Economics, University of Kentucky, Lexington, (b) in the Public Schools, *B. F. Kyker*, Director of Teacher Training, North Carolina State College for Women, Greensboro; Address at the FELLOWSHIP LUNCHEON in charge of *W. A. Price*, Principal of Commercial Department, Central High School, Chattanooga—PRESENT TRENDS IN COMMERCIAL EDUCATION, by *Irving J. Garbutt*, Director Commercial Education, Cincinnati; Response, *Hon. A. L. Rankin*, Superintendent, Hamilton County Schools, Chattanooga, and *S. E. Nelson*, Principal, Central High School, Chattanooga.

Section Meetings

The Private Schools Round Table topics developed some very fruitful discussions grouped under the following four heads:

Shorthand Program:

1. Giving the beginner the best method of "How to Study"
2. Best means of impressing correct forms on the student's mind
3. How do you handle your beginning dictation students?
4. How do you build up their speed? On what basis of efficiency are they promoted?

Typewriting Program:

1. Demonstrate how you start your beginning typewriting students—in groups—individually
2. How I build up my speed typewriting class
3. What kind of corrective drills used, if any, etc.

Bookkeeping Program:

1. What should be the extent of machine bookkeeping training in the bookkeeping course?
2. How may one hold the beginning bookkeeping student's interest until he has mastered the fundamentals of bookkeeping?
3. Is it better to teach the practice sets with or without the various vouchers?

Manager's Division—Open Discussion:

1. Type of advertising which brings the best results
2. The value of representatives
3. Best types of college activity work

The Public School section (*Chairman, Helen Frankland*), and the University and College section (*Chairman, Dr. C. B. Wray, Dean of the School of Commerce, Mercer University, Macon, Georgia*) developed equally helpful programs; at the former—SUGGESTIONS FOR EQUIPPING THE COMMERCIAL DEPARTMENT, *Miss Ray Abrams*, Principal, Peters High School of Commerce, New Orleans, Louisiana; SUGGESTIONS FOR THE TEACHING OF JUNIOR BUSINESS EDUCATION, *Lloyd L. Jones*, formerly Assistant Commissioner of Education, Cleveland, Ohio; CURRICULUM SET-UP FOR COMMERCIAL PUPILS IN THE JUNIOR AND SENIOR HIGH SCHOOLS, *Irving R. Garbutt*.

An inspiring demonstration by *George L. Hossfield*, World's Champion Typist, topped off the general meetings.

The members of the Association met with a determination to get at the facts, to analyze these facts, and to build constructive forward-looking programs on every level of education, public and private. The foremost speeches and the discussions which followed them brought out the common problems and suggested numerous solutions.

"Brevities" from the Speeches

W. P. Selcer: Commercial education represents not only preparation for the commercial occupations or for business-like living, but also preparation for a better democracy.

W. T. Robinson: Commercial education is more than teaching people how to make a profit and more than training them for a business job; it is largely getting them ready for life.

C. W. Edmondson: Commercial education is attempting to balance the vocational objectives and the citizenship objectives so that well-rounded citizens as well as workers are produced.

W. R. Pittman: As business revives, the public and private schools will be helping in providing courses that will meet the changing demands of business.

A. J. Lawrence: Guidance is the type of leadership on the part of commercial teachers in helping the pupil prepare for, enter into, and succeed in his chosen life work. It must be based upon an understanding of the pupil, his aptitude and interests, and a thorough knowledge of the community.

B. Frank Kyker: Guidance must be founded upon community commercial occupation surveys, and upon job analysis. This is exceedingly necessary because about as many go into business from academic courses as from the commercial courses.

A. L. Rankin: The most significant thing about commercial education is that it is tying up its materials and its methods to the business communities, thereby offering a distinct contribution in the making of a better world.

S. E. Nelson: Commercial education is actively taking equal rank with academic edu-

cation; it is broadening the scope of its offering so that it makes a direct appeal to all levels of intelligence.

Irving R. Garbutt: The increasing broadness is indicative of the present trend in commercial education. Some commercial subjects have become so broad that they are being embodied in the general courses and are being required of all pupils. Economics, law, commercial geography, and industrial history belong to the commercial department and ought to be taught by it.

Miss Ray Abrams: Commercial departments ought to be equipped with the kind of machinery and materials that community surveys show are being used. In no other way can a fact background be placed under commercial education.

Lloyd L. Jones: The general business information courses must square completely with the objectives of the eighth and ninth grades in order to take its place beside general science and general mathematics. "Generalization" is taking place in the high school, "specialization" is taking place in the business college.

Alice V. Wylie: Scientific guidance and placement must not only be based upon accurate knowledge of the individual and of the community, but also upon the idea of human sympathy. The main thing is to give the pupil self-dependence, self-confidence, and self-reliance.

Officers for 1933

President, A. M. Bruce, Massey Business College, Birmingham, Alabama

Vice President, Helen Frankland, Hume-Fogg High School, Nashville, Tennessee

Secretary-Treasurer, Mrs. Margaret B. Miller, Wheeler Business College, Birmingham, Alabama

Members of Executive Board, B. Frank Kyker, Director Commercial Teacher Training, Woman's College, University of North Carolina, Greensboro, North Carolina; Alice V. Wylie, Office Training School, Memphis, Tennessee; W. P. Selcer, Chattanooga High School, Chattanooga, Tennessee.

Section Chairmen—Private Schools, W. R. Pittman, Massey Business College, Birmingham, Alabama. *Secretary*, Mrs. Grace E. Bell, Edmondson School of Business, Chattanooga, Tennessee; Public Schools, Mrs. Lida Gore Rice, Central High School, Chattanooga, Tennessee. *Secretary*, Mrs. H. G. Strout, Technical and Vocational School, Chattanooga, Tennessee.

The next meeting will take place at Birmingham, Alabama.

New York City Teachers Meet

IT would be interesting, if space permitted, to include a complete report of the meeting of the New York City Gregg Shorthand Teachers' Association and of the other affiliated groups which form the Commercial Education Association of New York City

and Vicinity. The conference was held at the Hotel Pennsylvania, November 5. It was an all-day meeting, the sixth annual fall meeting of the C. E. A. and the seventeenth of the G. S. T. A.

The morning was given over to specialty

meetings. The Gregg group met in the Grand Ballroom to hear discussions of classroom procedures and practices, shorthand history and needs in commercial education. Miss L. May Eisenhart, Katharine Gibbs School, New York, explained her theories and practices in the advanced typewriting classes. Mrs. Helen McConnell, James Monroe High School, New York, gave a lively demonstration lesson with a group of students from her school, showing graphically her methods of conducting advanced shorthand classes. Mr. Louis A. Rice, assistant commissioner of Commercial Education, State of New Jersey, was Commentator, and expressed particular satisfaction at the great variety of matter that was presented by each teacher in each lesson.

Dr. John Robert Gregg told in his own inimitable way the human story of "Twenty Centuries of Shorthand," bringing to light much new material that he has discovered in his intense research in this field.

Dr. Wm. R. Odell, who is head of the commercial teacher training work at Teachers College, Columbia University, gave his im-

pressions of Outstanding Needs in Commercial Education and suggested many problems which we need to consider in our approach to commercial teacher training.

A luncheon organized by the C. E. A. was followed by three worthwhile addresses, with much incidental discussion: Dr. Henry B. Rathbone, of New York University, told of the 1932 International Congress on Commercial Education and its influence on Business Education. Dr. Margaret E. Lacey, of the Board of Examiners of New York City, brought a message from the Board she so ably represents. Dr. Milo F. McDonald, principal of Bushwick High School, Brooklyn, spoke feelingly on Utilitarian and Cultural Values of Commercial Work.

As a complete report of the addresses will appear in the Association's yearbook, we recommend that you write the editor, Mr. Simon J. Jason, Walton High School, Jerome Avenue and 195th Street, New York City, who states that upon receipt of \$1.00 membership dues he will send the yearbook when it is published.

Convention Gleanings

CALIFORNIA TEACHERS' ASSOCIATION, Bay Section (West), Commercial Section, November 21-23, 1932.

Chairman: Henry Chaim, High School of Commerce, San Francisco; **Secretary:** Margaret Montgomery, Head of Commerce, Balboa High School, San Francisco. (East) **Chairman:** Laurence N. Pease, Vice Principal, High School, Stockton; **Vice Chairman:** Blake W. Spencer, Roosevelt High School, Oakland. **Speakers:**

(West) *Ira W. Kibby*, Chief of Bureau of Business Education, State Department of Education, Sacramento—**PROGRESS OF BUSINESS EDUCATION IN CALIFORNIA IN THE PAST YEAR**; *L. B. Lundborg*, District Manager of Central Coast, Regional Council of California State Chamber of Commerce, Sacramento—**REDUCTION OF GOVERNMENTAL EXPENDITURES**.

(East) *Ira W. Kibby*, Chief of Bureau of Business Education, State Department of Education, Sacramento; *Will C. Wood*, Vice President, Bank of America National Trust and Savings Association, Oakland—**ECHOES FROM BUSINESS**.

ARIZONA EDUCATIONAL ASSOCIATION, DEPARTMENT OF BUSINESS EDUCATION, Phoenix, October 29, 1932.

Chairmen: E. W. Atkinson, Arizona State Teachers College, Flagstaff; E. A. Brock, Union High School, Phoenix.

Speakers:

C. D. Cocanower, Phoenix Junior College, Phoe-

nix—**PRESENT DAY NEEDS OF OUR COMMERCIAL PUPILS**; discussion led by *Ralph Masteller*, Arizona State Teachers College, Tempe. *L. D. Shumway*, Litchfield High School, Litchfield Park—**SALESMANSHIP IN THE HIGH SCHOOL**; discussion led by *C. L. Michael*, Phoenix Union High School, Phoenix. **Symposium on WHAT WE ARE DOING IN JUNIOR BUSINESS TRAINING**—*J. C. Anderson*, High School, Mesa; *Ralph Eggelston*, High School, Globe; *W. H. Kaler*, Roskbruge Junior High School, Tucson; *H. F. Yost*, High School, Prescott; *G. H. Lorenson*, St. David High School, St. David; *Edith Williams*, Union High School, Phoenix. *Dr. H. E. Hendrix*, Superintendent of Schools, Mesa—**LEADERSHIP IN BUSINESS EDUCATION**.

COLORADO EDUCATION ASSOCIATION, Eastern Division, Commercial Section, Denver, Colorado, November 10-11, 1932.

Speakers:

Elinor O'Brien, Personnel Director, Newsteter's Department Store, Denver—**HIGH SCHOOL TRAINING FOR OPPORTUNITIES IN THE RETAIL SELLING FIELD**; *Lloyd L. Jones*, The Gregg Publishing Company, Chicago, Illinois—**WILL COMMERCIAL EDUCATION BE REPRESENTED IN JUNIOR HIGH SCHOOLS?** *E. A. Zeltot*, Professor of Education, University of Denver, Denver—**COMMERCIAL EDUCATION AND ECONOMIC ADJUSTMENT**. Luncheon meeting: *Lloyd L. Jones*, The Gregg Publishing Company, Chicago, Illinois—**THE VOICE OF BUSINESS IN EDUCATION**.

New Officers:

PRESIDENT: *Mrs. Laura B. Baltes*, East High School, Denver

VICE PRESIDENT: *R. J. Triplett*, Barnes Business College, Denver

SECRETARY-TREASURER: *Milton C. Rebell*, South High School, Denver

Date and Place of Next Meeting: Second week of November, 1933, Denver.

DELAWARE STATE EDUCATION ASSOCIATION, Wilmington, Delaware, November 10-12, 1932.

Speakers:

Charles Bowman, Head of Department of Commercial Education, Girard College, Philadelphia, Pennsylvania—ELEMENTARY BOOKKEEPING; general discussions by *W. E. Douglas*, President, Goldey College, Wilmington; *Herbert McMahan*, Head of Commercial Department, High School, Wilmington; *Jay W. Miller*, Goldey College, Wilmington.

New Officers:

PRESIDENT: *Herbert McMahan*, Head of Commercial Department, High School, Wilmington

VICE PRESIDENT: *Ella Gibbs*, High School, Wyoming

SECRETARY: *Elizabeth Morgan*, High School, Bridgeville.

ILLINOIS STATE COMMERCIAL TEACHERS' ASSOCIATION, Champaign, Illinois, November 18, 1932.

Speakers:

Dr. E. G. Blackstone, Head of Department of Education, University of Iowa, Iowa City, Iowa—RESEARCH IN COMMERCIAL EDUCATION IN THE STATE OF IOWA; *Ethel Richards*, State Teachers College, Macomb—THE FALLACY OF THE TEN-WORD DEDUCTION FOR ERRORS IN TYPEWRITING; *H. T. Scovill*, University of Illinois, Urbana—BACK TO FUNDAMENTALS; *M. E. Studebaker*, Head, Commercial Department, Ball State Teachers College, Muncie, Indiana—RESEARCH IN COMMERCIAL EDUCATION IN THE STATE OF INDIANA; *Mary Webb*, Illinois State Normal University, Normal—RESEARCH REPORT ON TEACHING COMMERCIAL ARITHMETIC; *W. A. Stumpf*, Head, Commercial Department, Elgin High School, Elgin—RESEARCH REPORT ON JUNIOR BUSINESS TRAINING.

New Officers:

PRESIDENT: *Dr. Clyde Beighey*, Head, Department of Education, State Teachers College, Macomb

VICE PRESIDENT: *Marie Jessa*, Pekin High School, Pekin

SECRETARY: *Glennie Morrow*, Elgin High School, Elgin

TREASURER: *L. Fred King*, Head, Commercial Department, Pontiac High School, Pontiac

EXECUTIVE BOARD MEMBER: *H. G. Shields*, Assistant Dean of Commerce, University of Chicago, Chicago

ILLINOIS VOCATIONAL ASSOCIATION, Chicago, Illinois, November 4-5, 1932.

Speakers:

Paul A. Mertz, Retail Personnel Director in Charge of Training, Sears, Roebuck and Company, Chicago—AS A LARGE INDUSTRY LOOKS AT TRAINING; *Ann Brewington*, Assistant Professor, Department of Commerce, University of Chicago, Chicago—ANALYTICAL STUDIES OF THE KEYBOARD AND FINGERS; *Paul Moser*, Principal, Moser School, Chicago—DEVELOPING SPEED IN SHORTHAND; *Etta L. Larson*, High School, De Kalb—BOOKKEEPING FROM A SCIENTIFIC VIEWPOINT.

IOWA STATE TEACHERS' ASSOCIATION, Commercial Section, Des Moines, November 4, 1932.

Speakers:

H. F. Miller, Director of Commercial Education, Board of Education, Wichita, Kansas—THE INTERNATIONAL CONGRESS OF 1932; *Goldena M. Fisher*, The Gregg Publishing Company, Chicago, Illinois—STENOGRAPHY, BEGINNING AND ADVANCED; *Professor O. Skar*, Department of Commerce, Iowa State Teachers College, Cedar Falls—BOOKKEEPING AND GENERAL BUSINESS.

New Officers:

PRESIDENT: *Dwight Easter*, East High School, Des Moines

SECRETARY: *Nora McWilliams*, High School, Odebolt

TREASURER: *Clay D. Slinker*, Director of Commercial Education, Board of Education, Des Moines

KANSAS STATE TEACHERS' ASSOCIATION, Commercial Section, Topeka, Kansas, November 4-5, 1932.

Speakers:

W. D. Wigent, Manager, The Gregg Publishing Company, Chicago, Illinois—HOW SECRETARIAL SCIENCE UPHOLDS THE TRADITIONS OF BUSINESS EDUCATION (paper read by *Lloyd L. Jones*, of same company); *George A. Warfield*, Dean, University of Denver, Denver, Colorado—IS COMMERCIAL EDUCATION SOCIALLY MINDED; *Joseph H. Taggart*, Professor, Kansas University, Lawrence—HIGH SCHOOL PREPARATION FOR SCHOOLS OF BUSINESS.

New Officers:

PRESIDENT: *J. U. Massey*, Professor of Accounting, State Teachers College, Pittsburg

VICE PRESIDENT: *D. R. Bonnum*, Wichita High School, North, Wichita

SECRETARY-TREASURER: *Sally Heberling*, High School, Kingman

Date and Place of Next Meeting: First week of November, 1933; Wichita.

LOUISIANA STATE TEACHERS' ASSOCIATION, Monroe, Louisiana, November 17-19, 1932.

Speakers:

D. Aubrey Haas, General Manager, Sig Haas & Son, Monroe—MARKING TIME; *Henry M. Bufkin*, The Gregg Publishing Company, Chicago, Illinois—INTEGRATING THE JUNIOR BUSINESS COURSE WITH SOCIAL STUDIES AND OTHER SUBJECTS; *Roy L. McPherson*, Texas State College for Women, Denton, Texas—METHODS IN TEACHING TYPEWRITING; *Alice Louise Smith*, Ouachita Parish High School, Monroe—THE BUSINESS EDUCATION OF THE FUTURE (Round Table discussion); *W. G. Cheek*, Southwest Teachers College, Springfield, Missouri—OBJECTIVES OF BOOKKEEPING IN SECONDARY SCHOOLS.

New Officers:

PRESIDENT: *Isabel Snyder*, Allen High School of Commerce, New Orleans

VICE PRESIDENT: *May Kolb*, Allen High School of Commerce, New Orleans

SECRETARY: *N. B. Morrison*, Head of Department of Business Administration, Louisiana State Normal School, Natchitoches

MISSOURI STATE TEACHERS' ASSOCIATION, Department of Commercial Training, Kansas City, Missouri, November 11, 1932.

Speakers:

George Melcher, Superintendent of Schools, Board of Education, Kansas City—WHAT SUPERINTENDENTS OF PUBLIC SCHOOLS SHOULD EXPECT OF COMMERCIAL TRAINING INSTITUTIONS; *J. D. Delp*, Head of Department of Commerce, State Teachers College, Springfield, and *E. W. Mounce*, Head of Commercial Department, State Teachers College, Maryville—WHAT TEACHER TRAINING INSTITUTIONS OF MISSOURI ARE DOING OR SHOULD DO FOR PREPARATION OF COMMERCIAL TEACHERS; *Mr. Willis*, Assistant Director of High Schools, State Department of Education, Jefferson City—TEACHERS' QUALIFICATIONS FOR TEACHING COMMERCIAL SUBJECTS IN APPROVED HIGH SCHOOLS; *Dr. E. G. Blackstone*, Head of Commercial Teacher Training Division, University of Iowa, Iowa City—POLITICS AND PUBLICITY FOR COMMERCIAL DEPARTMENTS.

New Officers:

CHAIRMAN: *R. D. Shrevesberry*, Hadley Vocational School, St. Louis
VICE CHAIRMAN: *J. V. Toner*, High School, Boonville
SECRETARY: *Pauline Van Eman*, High School, Gallatin
Date and Place of Next Meeting: November 11, 1933; St. Louis.

NORTHEAST MISSOURI DISTRICT TEACHERS' ASSOCIATION, Commercial Section, Kirksville, Missouri, October 20-21, 1932.

Speakers:

Marguerite Kuna, High School, Louisiana—TYPEWRITING FROM SHORTHAND NOTES; *Bertha Roseberry*, High School, Macon—MY EXPERIENCES WITH HIGH SCHOOL COMMERCIAL CONTESTS; *Ruth Roberts*, Northeast Missouri State Teachers College, Kirksville—TEACHING OFFICE APPLIANCES; *Harry C. Spillman*, Director of Educational Service, The Gregg Publishing Company, New York, New York—OPPORTUNITIES AND RESPONSIBILITIES OF THE COMMERCIAL TEACHER.

NEBRASKA STATE TEACHERS' ASSOCIATION, District No. 4, Kearney, Nebraska, October 26-27, 1932.

Speakers:

Mayor Wort, Kearney—ADDRESS OF WELCOME, response by *W. C. Bloom*, Lexington; *Dr. Henry H. Goddard*, Professor of Psychology, Ohio University, Columbus, Ohio—THE MOLDING OF PERSONALITY; *Harry C. Spillman*, Director of Educational Service, The Gregg Publishing Company, New York, New York—THE OPPORTUNITIES AND RESPONSIBILITIES OF THE COMMERCIAL TEACHER AND THERE IS A NEW WIND BLOWING THROUGH THE WORLD.

NEBRASKA STATE TEACHERS' ASSOCIATION, District No. 2, Commercial Section, Omaha, Nebraska, October 27-29, 1932.

Speakers:

Flossie Lyons, North High School, Omaha—DEMONSTRATION LESSON IN TYPEWRITING; *Clark S. Haas*, Omaha—BUSINESS PROBLEMS; *V. W. Boyles*, Boyles College, Omaha—PURPOSE OF THE LOCAL COMMERCIAL TEACHERS ASSOCIATION; *Harry C. Spillman*, Director of Educational Service, The Gregg Publishing Company, New York, New York—OPPORTUNITIES AND RESPONSIBILITIES OF THE COMMERCIAL TEACHER.

NEW ENGLAND HIGH SCHOOL COMMERCIAL TEACHERS' ASSOCIATION, Stenographic and Bookkeeping Sections, Worcester, Massachusetts, November 5, 1932.

Speakers:

Stenographic Section (*Chairman*, *Agnes Craig Seavey*, Principal, Maine School of Commerce, Auburn, Maine; Discussion and Question Leader: *Walter A. Morrill*, High School of Commerce, Worcester): *L. O. Cummins*, Manager, The Gregg Publishing Company, Boston—THE NEED OF BETTER METHODS FOR BEGINNING TYPEWRITING; *Rufus Stickney*, Head of the Shorthand Department, Boston Clerical School, Roxbury—CHARACTER TRAINING AND CHARACTER DEVELOPMENT IN THE OFFICE TRAINING LABORATORY; *Jeanette Carroll*, Director of Publicity and Public Relations, Bryant Stratton College, Providence, Rhode Island—THE VALUE OF VOICE CULTURE TO A CLASSROOM TEACHER. Bookkeeping Section (*Chairman*, *Arthur J. Sullivan*, Junior Master, English High School, Boston), *Professor Atlee L. Percy*, Head of Commercial Education Department, Boston University, Boston—TRENDS IN BOOKKEEPING INSTRUCTION, discussion by *Frank C. Phillips*, Director of the Department of Business Education, Medford High School, Medford; *Bertha M. Jones*, New Britain High School, New Britain, Connecticut—THE NEW BRITAIN ASSIGNMENT SYSTEM AS USED IN THE COMMERCIAL DEPARTMENT, discussion by *William Polishook*, Dedham High School, Dedham; *William E. O'Connor*, Manager, School Sales Department, Butterworths Adding Machine Company, Detroit, Michigan—BOOKKEEPING MACHINES—THEIR PLACE IN THE CURRICULUM AND THEIR RELATION TO THE TEACHING OF BOOKKEEPING, discussion by *B. F. McArdle*, Swampscott High School, Swampscott.

NORTH CAROLINA STATE TEACHERS' ASSOCIATION, North Central District, Raleigh, November 4-5, 1932.

Speakers:

Thomas Clyde Pierce, Durham College of Commerce, Durham—NEARING THE APPROACH TO THE NEW HIGHWAY IN COMMERCIAL EDUCATION; *Harold H. Smith*, The Gregg Publishing Company, New York, New York—NEW TECHNIQUES IN THE TEACHING OF TYPEWRITING.

New Officers:

CHAIRMAN: *Thomas Clyde Pierce*, Durham College of Commerce, Durham
VICE CHAIRMAN: *Mrs. Walter Lee Lednum*, Durham College of Commerce, Durham
SECRETARY: *Laura Bell*, Hugh Morson High School, Raleigh

NORTH CAROLINA STATE TEACHERS' ASSOCIATION, North Eastern Dis-

(Continued on page 200)

Word Frequency of Manual Vocabulary Analyzed

OUR readers' attention is called to a very valuable study recently completed by two students of Dr. Benjamin R. Haynes, Associate Professor of Commerce and Education, University of Southern California. These two students, Miss Elsa M. Pille and Percy Arnold, analyzed the word frequency of the vocabulary of each unit of the Gregg Shorthand Manual.

What Words to Automate

Quoting from the preface of their study: "One of the principal factors in the effective teaching of shorthand should be a consideration of the probable future importance of words to the stenographer. Not only would much time be saved if drill were concentrated on those words most frequently used, but, by the application of the well-known Law of Parsimony, the maximum results would be obtained with the minimum effort. By making automatic the words of highest frequency, the future stenographer would be assured of a writing vocabulary of more than 90 per cent of all the words she would ever be called upon to write! With this end in view it was, therefore, thought advisable to check the words contained in the Anniversary Edition of the Gregg Shorthand Manual with Dr. Horn's list of "Ten Thousand Words Most Commonly Used in Writing," to determine their real worth in terms of frequency.

Gregg Compilation Based on First Five Thousand

"While the present study was still in progress, the Gregg Publishing Company published a similar study entitled "Five Thousand Most-Used Shorthand Forms," which in scope, general utility, and value far surpasses whatever merit might be found in the present one. However, there is this difference between the two. The Gregg Publishing Company has taken from Dr. Horn's list the five thousand words having the greatest frequency (with the exception of numerals such as *five*, *six*, etc., and contractions such as *don't* and *didn't*) and arranged them alphabetically either under the paragraph of the Manual in which they actually appear or under which they may first be written. The shorthand outline is written beside each word.

"The present study, on the other hand, is based solely on those words actually contained in the twelve chapters of the shorthand Manual."

Summarizing the New Survey of Our Manual

After completing their analysis of the vocabulary of the Manual, Miss Pille and Mr. Arnold summarized their findings in the following words:

"Checking the 500 most commonly used words with the vocabulary of the first six chapters of the Gregg Shorthand Manual, we discover that 392 of them are actually presented in shorthand. Sixty-four of them are potential words, in that they may easily be written under some illustrated principle, being for the most part but slightly modified forms of given outlines, such as the plural form, the past or progressive tense. Thus all but 44 are covered in the six chapters and since the 500 words of highest frequency 'make up with their repetitions between three-fourths and four-fifths of all of the running words used in the language,' the student, being able to write 92 per cent of these words, has a shorthand command of from 68 per cent to 73 per cent of all the nontechnical running words he will be called upon to write in actual practice.

First Six Chapters Give Student 75 to 80 Per Cent of the Running Words of Our Language

"But this is not all. There are also presented in the first six chapters of the Manual some 870 additional words which are to be found in Dr. Horn's list as ranking among the 5,000 most commonly used words. With these the student's word-writing ability in shorthand is raised to between 75 per cent and 80 per cent of all the running words in our language.

"This is something worth considering. Few of us, possibly, have realized the great significance of the present scientific arrangement of the Gregg Shorthand Manual."

Miss Pille and Mr. Arnold will be glad to correspond with any of our readers who are interested in further information regarding their study.

EDITORIAL COMMENT

ON SUNDRY TOPICS

A Private Business School Tunes in and Cashes in on an Idea

THE proprietor of a business school in the metropolitan area came into our offices the other day, all enthused over an idea he had developed—and was making work. He discovered from a few casual inquiries that a number of students who had attended high school, or some other school, were, after the summer vacation, beginning to show a lively interest in preparing for a job. Many of them had a good knowledge of shorthand and typing—which, however, was somewhat rusty after the vacation—and wanted to review and to go ahead and perfect themselves in secretarial techniques they had not previously studied. As a matter of fact, he found that a large majority of them had specialized on shorthand and typewriting and had done very little, if anything, with other secretarial duties now necessary in the better class of positions. The result is he now has gathered a very interesting group of students who might be said to be in the transition stage, ready for a more advanced type of learning.

There are many reasons for this situation, the most important of which is that jobs are rather scarce at the moment, and many young people wish to take advantage of the opportunity to utilize what might otherwise be wasted time in obtaining a better training. Another is that the jobs that are available go to those best prepared, and this certainly furnishes an effective motive for better preparation. It is important, too, that students keep up their speed in both shorthand and typing.

It seems to us that here is an opportunity for other private schools to add to their enrollment by planning such a course and going out after the business that is to be had. Most parents, ambitious to see their boys and girls succeed, would welcome the chance of having them usefully occupied, and would make some financial sacrifice, if necessary, to give them a better education. We hear a great deal about

the economic situation and the financial difficulties of many, but not everyone is "broke," and signs now point very clearly to economic improvement. It is undeniable that a great many private schools have suffered losses in enrollment, but they are still operating, with their overhead going on just the same. If some of the vacant seats in the classroom were filled, the overhead could be materially reduced per student unit. This condition also has reduced the number of pupils per teacher considerably. Consequently, by slight changes in organization some of these teachers could be released entirely or for part-time for secretarial training work. It might be possible in some instances for schools to help finance deserving students better to prepare themselves, by offering deferred payments for part of their tuition. This already has been done in a number of schools with marked success, we understand.

What can be done in the way of organizing such an advanced course? The school proprietor mentioned at the beginning of this editorial selected as a text "Secretarial Studies, Intensive Course." He grouped the students so that those who had not completed their shorthand and typing work could still continue with it but at the same time work out the office practice problems, such as filing, office appliances, banking procedure, telephoning, billing and invoicing, instruments of exchange and instruments of credit, clerical duties, and so on. With many he made no attempt at group organization, since the text just mentioned is admirably suited to the "contract" form of training, and can be pursued advantageously on an individual basis, the work being done independently under the general guidance of the teacher.

There is a very great advantage to the student in carrying out his secretarial studies under such conditions, because he is working in a more natural situation, is not held back by class progress, and develops those traits of

character and attitudes that are indispensable in business—honesty of purpose and effort, dependability, initiative, and the ability to plan work and solve problems “on his own.” This idea was expressed by the vice president of one of our large railroads recently, when he said that the ability to plan work was fundamental, and that commercial teachers could make no greater contribution than to provide problems that develop this ability.

Progressive teachers are leaning heavily toward the idea of letting students do some “finding out” for themselves, by directive suggestion, instead of “telling them.” Lectures have a way of going in at one ear and out through the other. A student who is given a definite piece of work to do that requires some thinking, some planning, and some earnest endeavor gains enormously through the process.

To function successfully as a secretary, the student must have many other abilities and skills besides a good working knowledge of shorthand and typing. An understanding of the procedure and practices in business offices is fundamental. Most of our students come to us without business experience and oftentimes with very little general knowledge of business, to say nothing of technical knowledge. They must be introduced to this new world of ac-

tivity, into which they soon will be thrust, through a series of problems which require information and accurate knowledge for their solution. That is the purpose of “Secretarial Studies”—to broaden the students’ knowledge of the business structure, how the system operates, to acquaint them with the standard forms used in business, and the techniques that the secretary is expected to follow. No one expects the student to pass directly from the school into an executive office as a high-grade secretary, but the greater his fund of knowledge of business and his acquaintance with the practices in offices, the sooner he will find his way up to the higher places. Moreover, this knowledge enables him to do his work more intelligently from the start—which is a very important factor in enabling him to hold a job, when one is secured, as well as in bringing him in contact with promotional opportunities sooner.

“Secretarial Studies” furnishes a course of study and an opportunity for practical application of his knowledge and skill to everyday business problems that cannot very well be dispensed with in any commercial school attempting to give first-class training. The Intensive Course of Secretarial Studies was written especially to meet the conditions in high-grade private commercial schools.



Novel Brief-Form Review

MISS SADIE H. PICKARD, of the Meriden, Connecticut, High School, has hit on what we believe to be a brand new device for reviewing brief forms. In her letter, in which she enclosed two illustrations of this device, she explains her plan as follows:

“I am sending you a little idea of mine because it has been a great incentive to my senior classes.

“For some days I had been planning to review again the brief forms and phrases and abbreviated words. After having spent considerable time in reviewing the same thing over and over again, I felt that if I could only invent some “new dress,” so to speak, for the brief forms to appear in, it might create more interest in the review. So, after racking my brain for a while, I finally decided on this plan. It has surely made the pupils work and they not only have worked but have enjoyed doing it.

“It has always been a habit of mine, while driving my car, to read the license plates on automobiles, and the minute I see the letters, the shorthand forms for the combinations

immediately come before my eyes. Our Connecticut cars are all marked with letters and numbers; for example, my car is SP233. You will immediately recognize in the letters SP the brief form for the words *special*, *speech*, and *speech*. So, I decided to have my pupils review the brief forms by associating them with the letters on the license plates.

“I brought this plan before my class and they enthusiastically seconded my suggestion.

“Just to give you an idea of what they have done, I am sending in two of the winning papers

“I might add that I offered a small prize to the student getting the best list—a list that would conform as nearly as possible to the shorthand outlines.”

Miss Pickard is to be congratulated upon her ingenuity and her pupils upon their whole-hearted coöperation in carrying out the project. A part of one of the winning papers is reproduced as this month’s frontispiece. This paper, prepared by Miss Arline Clair Murray, contained eleven pages and an artistically designed cover.

What projects have you developed?

Echoes from the

International Congress on Commercial Education at London, England

(Continued from the December issue)

Excerpts from Third Plenary Sessions Topic

TRAINING IN METHODS OF SALESMANSHIP

SIR FRANCIS GOODENOUGH, C.B.E.
(Chairman, British Association for Commercial Education; 28, Grosvenor Gardens, London, S.W.1, England)—In 1928, the president of the Board of Education, Lord Eustace Percy, who is in the chair today, appointed a Committee "to consider the problem of Education for Salesmanship," and this paper is based upon the final report of that Committee, of which I had the honor and responsibility to be chairman.

The Committee was asked to, and did, interpret the term "Education for Salesmanship" in the widest sense as being tantamount to "Education for Commerce on its Creative Organizing and Executive Sides," our reason being that production is obviously in vain unless the goods or services produced can be marketed with profit to the producer and satisfaction to the customer.

Not a little of commercial success depends on the efficiency of the office staff; on their understanding of the basic principle of commerce that every business exists for the service of the customer; and on their realizing that the customer can be caused much trouble and annoyance, and his custom can be jeopardized or completely lost, through ignorance, inaccuracy, inattention, ineptitude, or lack of tact and courtesy on the part of the office staff—which includes not only the senior officers, but the door porter, the office boy, the inquiry clerk, and the telephone operator.

There are many in this country—and, I suspect, in other countries at least some—who are still fundamentally skeptical as to the practical value of education. For example, that skepticism sometimes gives rise to the remark that the salesman is "born and not made"—with the implication that education is something of a superfluity where commerce is concerned. Such a statement is a very dangerous half-truth.

It is perfectly true that without certain qualities and aptitudes no one will succeed in

business; yet many even of these are not necessarily innate, but can be acquired by the child and the adolescent at home and at school. Moreover, innate qualities and aptitudes can, with marked advantage, be developed and directed rightly by education and training, and this is not less true of the salesman than of others. We must realize that there are not enough men of genius—not enough "born" salesmen—to meet the requirements of modern business life. We must depend for the most part on the average man; and it is important that we should not allow the brilliance of the naturally gifted salesman to blind us to the fact that the total volume of business secured by brilliant salesmen is but a small part of the whole.

We are strong in our opinion that there is no "short cut" to efficiency in salesmanship.

However sound may be the education which the recruit to commerce has received during his school and college days, that education is, in itself, not complete, but must be supplemented by systematic training after employment has begun. It is not always clearly recognized that a scheme of training during employment should normally consist of two parts: (a) the organized business experience and training which can best be obtained in the service of the firm itself; and (b) related school instruction.

These two parts are complementary to one another; neither can be satisfactorily planned without due regard to the other.

In our opinion, one of the weaknesses in many businesses in this country is the tendency to regard the art of the salesman as something that can be "picked up" without any systematic instruction in it; something that can best be learned by "trial and error," instead of being taught. "Trial and error" is a method of procedure that is usually costly, and not least in salesmanship. Although there is no doubt that persons possessing exceptional aptitude may become successes without receiving any special training, in our

These digests started in the November issue and will continue through the April issue. The addresses on the first topic in both Plenary and Group sessions were covered in November, those on the second topic in December.

—Editor

opinion a great many of those who must necessarily be called upon to supply the wide need for salesmanship which our industries demand would be better qualified for their tasks if, after some short experience, they received some systematic instruction.

When it is generally recognized that, while salesmanship cannot be taught in the abstract, there are definite principles underlying successful salesmanship which can be expounded and illustrated and are of universal application to all trades; and that in the process of selling there are right ways and wrong ways of doing the work that can, firstly, be determined by research, and, secondly, be taught to the student as those to follow or to avoid; we believe that no trade will be content until it has organized such investigation and instruction.

We would add one word of warning to would-be students of "Salesmanship." It is a serious mistake to imagine that, without preliminary experience in commerce and without knowledge of any trade, anyone can become a competent salesman by merely taking "a course in salesmanship" in the narrow sense in which it is referred to in this section. A course in salesmanship divorced from practical business experience may be compared with lessons in swimming given on dry land. The only truly successful instruction in selling is that which shows the student not merely how to answer classroom problems, but how to increase business permanently by increasing the number of orders and repeat orders obtained. This can only be done by close relation to the actual problems of an individual trade. In this respect education for salesmen differs from education for most business subjects such as accounting, where instruction embodies the complete problems.

DR. WOLFRAM DECKERT (*Kaldenburg 20, Wesel/Rh., Germany*)—All teaching, even that of methods of making appropriate offers or tenders, presupposes an abstract-scientific basis. It is true that a science of publicity has not yet been completely developed, still, it has been sufficiently established. The American science of publicity laid the foundations of training for salesmanship and market investigation, the German science of publicity, the system of advertising by dissemination.

In the schools the subjects dealing with salesmanship still lie loosely side by side, unconnected as special subjects; for example, salesmanship, knowledge of commodities, publicity, show-card writing, biology, science of colors, window-dressing, principles of commerce. Executive accountancy subjects are more intimately grouped around the managerial subject.

Whatever the subject around which we

group problems of salesmanship, whether around subjects dealing solely with publicity, whether we make show-card writing the nucleus, or even window-dressing, is the affair of the policy of the school and depends on the training of the instructors. What is necessary is that the publicity-salesmanship idea should prevail.

DR. CH. GASSER (*c/o V. Consett and Huber, Zürich, Switzerland*)—As in the work of manufacturing, work in salesmanship can be divided from two points of view: there is the *objective* division (division according to job), and the division according to the *time* spent on the fixed groups of work.

The whole of the salesman's vocational work, his *sphere of activity*, is subdivided into sequence of work, method of work, stage of work, and element of work. The most important section for the practice is the "element of work." We mean by it a job that cannot be further subdivided for the purposes of training. The division is not therefore made from logical so much as from psychological points of view.

PROF. DR. JAROSLAV SLEMR (*DHHC, Libicka 17, Prague XII, Czechoslovakia*)—One of the reasons for the present economic crisis in some industrial countries is the existence of great technical rationalization. This rationalization has surpassed the proportional relation between production and the disposal of manufactured goods; it has forgotten that technical advancement is continuously forging ahead at a pace much too fast for consumption; it has forgotten that the market can never be in advance of, let alone keep up with, this rapid technical advancement, but only follow slowly in its footsteps.

The great technical rationalization has not been based on a careful study of the market and has, therefore, to a certain degree, been a cause of the present economic unrest. The question of consumption has been entirely forgotten. A little impulse has been given to the thought that it is not so hard to produce as it is to sell, but—further than that—nothing has been done.

An analysis of the market should be a fundamental prerequisite for every business and industrial establishment.

As far as the analysis itself is concerned, it has three aspects, (a) analysis of goods, (b) analysis of the market, (c) analysis of disposal.

If a market is not worth studying, it should be left alone.

Thus market analysis becomes the basis of our entire selling program.

Market analysis should be the object of all business courses in the existing commercial

schools, not only in connection with sales, but also with the establishing of new concerns, the starting of new production or the introducing of new items to the market.

H. O. DAMGAARD NIELSEN (*Denmark*)—I confine myself to the question of what commercial schools can do to train in methods of salesmanship.

First of all they can stop a person who is obviously not destined to be a good salesman from trying to become one.

It is difficult to generalize, but I think that you may say, for instance, that a man with an "inferiority complex," to use a modern phrase, is no good as a salesman.

When, however, you have found the man who has the qualifications of a good salesman, teach him the importance of perseverance, orderliness, and details. Nothing brings about so much business as perseverance, nothing reduces work as orderliness, and nothing can frustrate work to such an extent as fault in details. And yet many a young salesman seems to think that details can be left to somebody else. That is wrong.

Teach him that every seller should know his own goods by heart, and those of his competitors nearly as well, and teach him that he must never belittle his competitors' efforts or goods.

Teach your man geography, teach him everything about the country that makes him feel at home there. It is not necessary to be conversant with local gossip, but it is necessary to know enough of the conditions, social and economic, under which your buyers live to enable you to place yourselves in their position and to view any proposition from their standpoint.

And then, finally, I want to point out the value for a man who wants to sell goods abroad of appreciating fully the advantages offered to him by his own country's consular service.

HAROLD WHITEHEAD (*British Columbia House, 1 and 3, Regent Street, London, W.1, England*)—Before considering the principles involved in training salesmen, it may be well to state the *purpose* aimed at by sales training. Broadly speaking, it is to increase sales and net profit through the use of better selling methods.

This broad purpose has three main elements—(1) Increasing the salesman's knowledge of how his offering will meet the various needs of different customers. (2) Helping him to create good will through more skillful and intelligent sales and service efforts. (3) Encouraging the loyalty and coöperation of the sales staff.

Selling is a question of *habit*—if a salesman

is successful he has developed the habit of using good sales arguments and of demonstrating the value of his offering in a pleasing manner.

Sales training, then, must develop better selling *habits*—and until this is done, selling efficiency will not increase. You will, I am sure, agree that a bad habit cannot be turned into a good one overnight; it takes time to get the mind to accept and *think* in a new conception of selling. A training program, therefore, must be long enough to get the new habit established—at least to some extent.

Experiments over fifteen years have satisfied me that we cannot hope to inculcate a new habit of selling in any period less than six months. Moreover, during that period the trainee must not only be acquiring new ideas about selling, and looking on the job of selling from a fresh angle—he must be putting these new ideas into operation as he goes along, closely combining principle and practice all the time. This is the way in which a new habit of selling can be developed.

We must realize that salesmen generally are not able to translate abstract selling principles into practical application to their own selling problems. For this reason, a study of the psychology of selling is not of practical value to the salesmen or saleswomen.

What shall be taught them? I suggest that we should study the technique used by successful salesmen and saleswomen, and make that the basis of training. If we want to train a person to sell hats, let us analyze the technique of successful hat salesmen, and present it to the trainees in properly organized form, with sufficient illustration, example, and analysis to make clear to them the *why* and *how* of selling hats.

JULES MENKEN, M.A. (*Head of the Department of Business Administration, London School of Economics, London, England*)—Goods are sold to people and people "consume" them.

The consumer approach is, then, the first conception which underlies all successful marketing today. It includes such problems as the buying habits of consumers in relation to different types of goods (buying motives, which vary widely in force and importance, are often ill understood, but ultimately largely determine the results of marketing campaigns) the elasticity and expansibility of demand for particular goods. The consumer approach is characteristic of the most progressive modern thought on marketing.

The second set of fundamental marketing problems is concerned with the retailer, his functions and operating problems. Essentially,

(Continued on page 199)

O. G. A. TEST COPY

DICTATION MATERIAL

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By Right of Reason

An extract from "Geography," latest and most talked-of book

By Hendrik Willem van Loon

It sounds incredible, but nevertheless it is true. If everybody in this world of ours were six feet tall²⁰ and a foot and a half wide and a foot thick (and that is making people a little bigger than they usually⁴⁰ are), then the whole of the human race (and according to the latest available statistics there are⁶⁰ now nearly two billion descendants of the original Homo Sapiens and his wife) could be packed into⁸⁰ a box measuring half a mile in each direction. That, as I just said, sounds incredible, but if you don't believe¹⁰⁰ me, figure it out for yourself and you will find it to be correct.

If we transported that box to the Grand¹²⁰ Canyon of Arizona and balanced it neatly on the low stone wall that keeps people from breaking their necks when¹⁴⁰ stunned by the incredible beauty of that silent witness of the forces of Eternity, and then called little¹⁶⁰ Noodle, the dachshund, and told him (the tiny beast is very intelligent and loves to oblige) to give the¹⁸⁰ unwieldy contraption a slight push with his soft brown nose, there would be a moment of crunching and ripping as the²⁰⁰ wooden planks loosened stones and shrubs and trees on their downward path, and then a low and even softer bumpity-²²⁰ bumpity-bump and a sudden splash when the outer edges struck the banks of the Colorado River.

Then silence²⁴⁰ and oblivion!

The human sardines in their mortuary chest would soon be forgotten.

The Canyon would²⁶⁰ go on battling wind and air and sun and rain as it has done since it was created.

The world would continue to run²⁸⁰ its even course through the uncharted heavens.

The astronomers on distant and nearby planets would have noticed nothing³⁰⁰ out of the ordinary.

A century from now, a little mound, densely covered with vegetable matter,³²⁰ would perhaps indicate where humanity lay buried.

And that would be all.

I can well imagine³⁴⁰ that some of my readers will not quite like this story and will feel rather uncomfortable when they see their own proud³⁶⁰ race reduced to such proportions of sublime insignificance.

There is however a different angle to³⁸⁰

the problem—an angle which makes the very smallness of our numbers and the helplessness of our puny little⁴⁰⁰ bodies a matter of profound and sincere pride.

Here we are, a mere handful of weak and defenceless mammals. Ever⁴²⁰ since the dawn of the first day we have been surrounded on all sides by hordes and swarms of creatures infinitely⁴⁴⁰ better prepared for the struggle of existence than ourselves. Some of them were a hundred feet long and weighed⁴⁶⁰ as much as a small locomotive, while others had teeth as sharp as the blade of a circular saw. Many⁴⁸⁰ varieties went about their daily affairs clad in the armor of a medieval knight. Others were invisible⁵⁰⁰ to the human eye but they multiplied at such a terrific rate that they would have owned the entire earth⁵²⁰ in less than a year's time if it had not been for certain enemies who were able to destroy them almost as⁵⁴⁰ fast as they were born. Whereas man could only exist under the most favorable circumstances and was forced⁵⁶⁰ to look for a habitat among the few small pieces of dry land situated between the highest mountains⁵⁸⁰ and the deep sea, these fellow passengers of ours considered no summit too high and found no sea too deep for their⁶⁰⁰ ambitions. They were apparently made of the stuff that could survive regardless of its natural surroundings.⁶²⁰

When we learn on eminent authority that certain varieties of insects are able to disport themselves⁶⁴⁰ merrily in petroleum (a substance we would hardly fancy as the main part of our daily diet)⁶⁶⁰ and that others managed to live through such changes in temperature as would kill all of us within a very⁶⁸⁰ few minutes; when we discover to our gruesome dismay that those little brown beetles, who seem so fond of literature⁷⁰⁰ that they are forever racing around in our bookcases, continue the even tenor of their restless⁷²⁰ days minus two or three or four legs, while we ourselves are disabled by a mere pin prick on one of our toes,⁷⁴⁰ then we sometimes begin to realize against what sort of competitors we have been forced to hold our own, ever⁷⁶⁰ since we made our first appearance upon this whirling bit of rock, lost somewhere in the darkest outskirts of an⁷⁸⁰ indifferent universe.

What a side-splitting joke we must have been to our pachydermous contemporaries⁸⁰⁰ who stood by and watched this pinkish sport of nature indulge in its first clumsy efforts to walk on its hind legs without⁸²⁰ the help of a convenient tree trunk or cane!

But what has become of those proud and exclusive owners of almost⁸⁴⁰ 200 million square miles of land and water (not to men-

tion the unfathomable oceans of air) who ruled⁹⁰⁰ so sublimely by that right of eminent domain which was based upon brute force and sly cunning?

The greater⁹⁰⁰ part of them has disappeared from view except where, as "Exhibit A" or "B," we have kindly given them a little⁹⁰⁰ parking space in one of our museums devoted to natural history. Others, in order to remain⁹⁰⁰ among those present, were forced to go into domestic service and today in exchange for a mere livelihood⁹¹⁰ they favor us with their hides and their eggs and their milk and the beef that grows upon their flanks, or drag such loads as⁹⁰⁰ we consider a little too heavy for our own lazy efforts. Many more have taken themselves to out-of-⁹⁰⁰the-way places, where we permit them to browse and graze and perpetuate their species because, thus far, we have not¹⁰⁰⁰ thought it worth our while to remove them from the scene and claim their territory for ourselves.

In short, during only a¹⁰⁰⁰ couple of thousands of centuries (a mere second from the point of view of Eternity), the human race¹⁰⁴⁰ has made itself the undisputed ruler of every bit of land, and at present it bids fair to add both¹⁰⁰⁰ air and sea as part of its domain. And all that, if you please, has been accomplished by a few hundred million creatures¹⁰⁰⁰ who enjoyed not one single advantage over their enemies except the divine gift of Reason. (1099)

Curious Clippings

An enterprising thrush, intent on home-building, started her nest atop a brick wall in process of construction⁹⁰ at Bridlington, England, and the masons, discovering it on returning to work in the morning, left the nest⁴⁰ undisturbed as they continued their work. The result was the nice niche pictured here in which Mrs. Thrush raised her brood⁹⁰ that spring. (61)

Many stories are told of the serious results of errors in a transcript, but never until the other⁹⁰ day had we heard of such tragic consequences. At West New Brighton, New York, the news has it, the editor of⁴⁰ a magazine for stamp collectors went next door to dictate a letter to the fellow collector who had been⁹⁰ helping him with his correspondence.

It was late, and he discovered two errors in the finished product.

"You never⁹⁰ get anything right," he shouted wrathfully. Then, drawing a pistol from his pocket, he shot himself dead! (99)

A skunk that had caught its head in a bottle owes its freedom to Arthur Dundas, a dispatch from Bad Axe, Michigan.⁹⁰ relates. Dundas discovered the trapped "wood pussy" while fixing plumbing at Lakeside. He placed

a plank on the bottle⁹⁰ and stood on one end of it while the little animal worked itself loose. (59)

As Soft as Mud, as Hard as Stone

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation

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A hundred years ago, Joseph Aspdin, a mason in an English town, got an idea. It led him to⁹⁰ experiment. In time he produced a fine powder, which when mixed with water into a paste and allowed to stand would⁴⁰ "set," forming a hard substance. This substance so resembled the building stone from the Isle of Portland that the powder⁹⁰ was named Portland cement. As years passed, rocks, clays, and marls were found in many countries from which Portland cement could be⁹⁰ made. The industry took root in Pennsylvania and Indiana in 1872. A¹⁰⁰ third of a million barrels were made in the United States in 1890; in 1923¹⁰⁰ more than one hundred and thirty-seven million barrels were produced by 126 mills, for which¹⁴⁰ the manufacturers received about \$240,000,000.

"Concrete" is the name of many¹⁰⁰ substances made by mixing ingredients. Among engineers, architects, and general contractors, however,¹⁰⁰ it has for several years meant usually one kind of substance, mixtures of Portland cement with water, sand⁹⁰⁰ and gravel, crushed stone, slag, or cinders. There have been other kinds of hydraulic cements, and there are now, which are or⁹⁰⁰ have been used in making concrete.

Hydraulic cement concretes have several remarkable properties which have⁹⁰ led to widespread use. They will set and harden under water. When freshly mixed, they are easily poured or packed into⁹⁰⁰ molds of almost any desirable form. They can be used with steel so as to combine economically⁹⁰⁰ the great tensile strength of this metal with stone-like resistance to crushing. Concretes are very resistant to⁹⁰⁰ fire when made of suitable materials.

Concretes have been used for almost every purpose for which stones and⁹⁰⁰ bricks have been used and for many more. For years users of concrete thought it could be mixed and placed according to simple⁹⁰ rules by unskilled labor with little supervision. But the use of concrete was extended to more elaborate⁹⁰⁰ structures—especially reinforced concrete (combinations of concrete and steel). Factories, office⁹⁰⁰ buildings, houses, bridges, dams; pipes, and highway pavements demanded for economical and structural reasons⁴⁰⁰ higher development of the strength possibilities of the materials, greater dependability and⁴⁰⁰ more intelligent adaptation to specific purpose.

No longer was it sufficient to mix concrete by⁴⁴⁰ rule-of-thumb from any likely looking

sand and stone. Concrete mixtures must be designed. But data on which to base¹⁰⁰ designing did not exist; engineers began collecting them from experience "on the job" and from¹⁰⁰ laboratory experiments. In 1914, the Portland cement manufacturers took a hand in¹⁰⁰ these investigations; the Structural Materials Research Laboratory was established at Lewis¹⁰⁰ Institute, Chicago. Since then several hundred thousand tests have been made there.

Several factors are involved¹⁰⁰ in the making of concrete, the ingredients, their proportions, the mixing, the placing, and the curing. Each has¹⁰⁰ a large influence on density, strength, and durability. The quality of each ingredient is¹⁰⁰ important, cement, water, and aggregate, by "aggregate" meaning sand or stone dust, and gravel, crushed stone, or other¹⁰⁰ substances, mixed with the cement and water. Kinds of aggregates are numerous and various. For example,¹⁰⁰ the laboratory mentioned has twenty-eight hundred samples of different sands.

Sizes of aggregates and¹⁰⁰ the proportions of the various sizes must be determined to suit the purpose for which the concrete is to¹⁰⁰ be used. Sets of wire sieves with square meshes were found convenient for controlling the grading of the aggregates. Tests¹⁰⁰ showed a relation between sizes and grading of aggregates and the strength of the concrete. Hence, one element¹⁰⁰ in the designing of concrete mixtures was determined.

Further investigations brought to light two more important¹⁰⁰ facts: (1) The quantity of mixing water should be the smallest which will produce a concrete sufficiently¹⁰⁰ plastic for proper placing in the molds or forms; (2) the concrete must be cured under favorable conditions¹⁰⁰ during its first few days (for example, it must have sufficient moisture for the hydration of the cement,¹⁰⁰ which constitutes setting and hardening).

Strength of concrete was found to depend upon the ratio of the volume¹⁰⁰ of mixing water to the volume of cement. So long as the mixture is workable, the less water, the¹⁰⁰ stronger the concrete. "Sloppy" mixtures frequently sacrifice three-fourths of the possible strength.

A most important¹⁰⁰ process occurs after the concrete has been "placed," the hydration of the cement, which transforms the plastic mass¹⁰⁰ into a rock-like substance. As the word "hydration" signifies, the cement takes up water, which must be provided¹⁰⁰ in suitable quantity. It has been possible to increase the wear resistance of concrete 65 per¹⁰⁰ cent by providing proper moisture during the first ten days of hardening.

For some engineers and architects¹⁰⁰ there is little that is new in these paragraphs. But how many persons who live and work in concrete structures, travel¹⁰⁰ through concrete-lined subways and tunnels, drink water conveyed through concrete aqueducts from behind concrete dams, and¹⁰⁰ ride on concrete highways have any suspicion of the scientific research back of the cements and concrete? (1980)—Based on information from the Portland Cement Association, and other sources.

Mountains for Billboards

For Review on Completing the Manual

Dexter Fellowes, a circus publicity man for the last forty years, arrived in this city yesterday wearing¹⁰⁰ an expression of discontent, which proved to be due to his failure to buy Storm King Mountain for a billboard.¹⁰⁰

Mr. Fellowes passed the winter touring the country buying mountains, which are to be sawed up into precipices¹⁰⁰ for new granite billboards, ranging in size from 140 acres to a square mile and filled with adjectives¹⁰⁰ which Mr. Fellowes has been a lifetime in selecting. Some of these will be visible to the naked eye¹⁰⁰ at twenty miles on clear days. Mr. Fellowes took an option on Mount Shasta, but found the all-year-round snow there a¹⁰⁰ serious problem. He said he would either have to warm up the mountain or find some smaller peak for the northern¹⁰⁰ California public.

"I snapped up sixty-seven of the choicest alps in the country scattered from the Coast¹⁰⁰ Range to the White Mountains," he said, "beautiful fellows that spring right out of the ground and shoot straight up in the air¹⁰⁰ several thousand feet. A few hundred tons of dynamite, and they will be a credit to the Greatest Show on Earth."¹⁰⁰

"It has been very interesting, but you have to have your wits about you all the time. You have to know what you¹⁰⁰ are about when you buy mountains. There are mountains and mountains. I have to have nice, abrupt ones with big open faces¹⁰⁰ that look out on distant railroads and highways.

"You have no idea how many things can be wrong with a mountain.¹⁰⁰ Some of them have clouds around them most of the time. Then there is snow. Some of them are always crumbling away and¹⁰⁰ sliding off.

"And look out for those mountain dealers. They're the greatest set of David Harums in the world. Don't trust any¹⁰⁰ man that tries to sell you a mountain. He will misrepresent every time. The majority of the mountains¹⁰⁰ in this country are no good. Either they're made of the wrong material or they're in the wrong location. Before¹⁰⁰ I learned the business they fooled me a few times and I got stuck with a few defective ranges, but I'll pass them¹⁰⁰ on to the next man.

"The thing that struck me most was the way mountain owners and jobbers all stick together. I started¹⁰⁰ in California and intended to sneak all the best peaks before the trade got wind of my intentions,¹⁰⁰ but before I had cleaned up on the Coast Range the news was out. In the Sierra Nevadas the prices jumped from¹⁰⁰ \$50 a peak to \$1,000 and I had to play one mountain against another to get them¹⁰⁰ for anything like a reasonable figure. Then the racketeers got after me with forged titles and fake mountains.¹⁰⁰

"After my first experience in buying mountains by the map I never bought another without going¹⁰⁰ to look it over. If you let them

work on you with a map they'll sell you Death Valley for a mountain. These mountain⁵⁰⁰ brokers never think anything of doctoring a government survey. They'll palm off a foothill or a canyon⁵²⁰ for a Mount Everest. There are absolutely no ethics in the mountain traffic. Once or twice I had to threaten⁵⁴⁰ to throw all my mountains—and I own enough to stock two or three Switzerlands—on the market at once, which would⁵⁶⁰ have knocked the bottom out of every range in the United States. I made that threat to the biggest mountain dealer⁵⁸⁰ in the West.

"You'll ruin me," he gasped.

"I'll ruin you all," I replied. "I'll hit your mountains a blow they'll never⁶⁰⁰ recover from. I'll make you think the Himalayas fell on you."

"I took out my watch and gave him two minutes in⁶²⁰ which to accept my terms. He accepted.

"That had a valuable effect. When I came East I found they had heard⁶⁴⁰ of it from the Blue Ridge to the Catskills and there was no more gouging. I was trimmed once in the Adirondacks, where⁶⁶⁰ they sold me a mountain that looked all right and was sound geologically, but I found that, in the summer, the⁶⁸⁰ roads are so screened by trees that tourists can't see it."

Mr. Fellowes said that he had spent a month looking for some⁷⁰⁰ adequate summit near New York and had finally decided on Storm King Mountain, which was to have been trimmed down to⁷²⁰ a cube, with each of its four sides carved in circus language and illustrated in pastel shades. But he found the mountain⁷⁴⁰ in the hands of all kinds of selfish interests, and was beaten.

"It's the only mountain that I went after⁷⁶⁰ that I didn't get," he said. "You may want to know why I have been working so fast. The reason is more or less of⁷⁸⁰ a secret. It is because we have something this year so astonishing, and so staggering to the imagination,⁸⁰⁰ that the ordinary billboard is utterly unable to cope with it. It is ridiculous to⁸²⁰ try to give any conception of it through the billboards. Radio, sky-writing, and all other means of⁸⁴⁰ communication are unable to do it justice. We were driven to the mountain-peak method of expression by⁸⁶⁰ the epic nature of the subject.

"I wish that I could give you some inkling about this year's unparalleled⁸⁸⁰ headliner, but we can't be responsible for causing so much excitement all at once. It has to be revealed⁹⁰⁰ gradually. We have no right to cause business to be suspended and all other topics to be driven out of⁹²⁰ the public mind. The work of the world must go on." (929)—*Adapted from an article by Alva Johnston in the New York "Herald Tribune."*

Review Sentences

On Chapters X to XII

UNIT 28. 1. The policeman controls the traffic from the center of the street. 2. He aided in the construction of the electric³⁰ car. 3.

Bad teeth are detrimental to the health and detract from one's personal appearance. 4. The merchant had a⁴⁰ contract with the manufacturer whereby he was to furnish him with five hundred pounds of sugar each year. 5. The⁶⁰ contractor detected a defective flue. 6. He is an eccentric individual and seems to take pleasure⁸⁰ in misinterpreting what is said to him.

UNIT 29. 7. He was inclined to magnify the importance of his office.¹⁰⁰ 8. He assumed his duties as manager of the circulation department with a self-confident air. 9. Considering¹²⁰ the adverse circumstances, he exhibited great self-control. 10. Grandfather superintended the clearing¹⁴⁰ away of the debris after the shipwreck. 11. It is of supreme importance that the bill be supported by¹⁶⁰ all supervisors. 12. Because he had been unrestrained in his youth, his temper was uncontrolled.

UNIT 30. 13. I understand that¹⁸⁰ it will be but a short time until Mr. McMaster enters the ministry. 14. Before we enter into any²⁰⁰ contract with him, we must thoroughly understand the nature of the transaction. 15. The center line should be drawn²²⁰ parallel to the two side lines. 16. The force in the credit department is greater than that of the purchasing²⁴⁰ department. 17. The goods arrived in first-class condition.

UNIT 31. 18. The composer was impatient because of the opposition²⁶⁰ he encountered. 19. If we can secure the actual facts, it will be to our mutual advantage. 20. She was inspired²⁸⁰ to greater things after examining the comprehensive course of study. 21. Since he injured his arm, he has³⁰⁰ a great deal of leisure for reading and reflection. 22. The nature of the assignment caused much discussion.

UNIT 32. 23. He was³²⁰ critically ill on account of the losses he suffered through speculation. 24. Her ability to do the³⁴⁰ work and her reliability in every emergency make her a desirable candidate for³⁶⁰ the office. 25. The judge's most outstanding qualification was sincerity. 26. The telegraph wires were damaged³⁸⁰ by the storm, so the manager sent a radiogram. 27. During his boyhood he formed many friendships with the people⁴⁰⁰ of that township.

UNIT 33. 28. E. H. Porter is the author of many widely read books. 29. Mr. S. T. Smith is the⁴²⁰ manager of the new plant. 30. The goods were sent C. O. D. via the Baltimore and Ohio. 31. The seed company⁴⁴⁰ enclosed a price list and an order blank in their letter. 32. The general manager expects to take an extended⁴⁶⁰ trip over the New York Central, the Illinois Central, the Northern Pacific, the Canadian Pacific,⁴⁸⁰ and many other roads before he reaches home again. 33. The president of the school board asked the man to fill⁵⁰⁰ out an application blank.

UNIT 34. 34. We have correspondents in Guam, Hawaii, the Philippine Islands, Puerto Rico,³⁶⁰ and Alaska. 35. The company will

send out representatives who will establish offices in Arkansas,⁶⁰⁰ Iowa, Missouri, and New Mexico. 36. In all likelihood the boat will make daily trips between Detroit and⁶⁰⁰ Buffalo. 37. The publicity committee traveled from Portland, Oregon to Worcester, Massachusetts in two⁶⁰⁰ weeks.

UNIT 35. 38. The French lad found it hard to choose between the medical schools of Chicago, Illinois and those of Baltimore,⁶⁰⁰ Maryland. 39. Her address is 76 Nottingham Place, Memphis, Tennessee. 40. Lowell is one of the cities⁶⁰⁰ in the state of Massachusetts which is noted for the manufacture of shoes. 41. We had a pleasant trip from⁶⁴⁰ Victoria to Vancouver, British Columbia. 42. The fisheries furnish an important industry in⁶⁰⁰ the maritime provinces of Prince Edward Island, Nova Scotia, and New Brunswick.

UNIT 36. 43. The American ambassador⁶⁰⁰ to France abandoned his voyage across the Atlantic for an automobile trip. 44. I am sure the⁷⁰⁰ accommodations will meet the approval of the attorney. 45. He needs assistance in order to repeat the⁷⁰⁰ alphabet accurately. 46. Every citizen of consequence was at the depot to meet the distinguished⁷⁴⁰ American. 47. Elaborate plans were made by the legislator for the celebration of Independence Day.⁷⁰⁰ 48. The professor was entitled to much praise, for he contributed largely to the literature of his day.⁷⁰⁰ 49. It is a common practice to send in a resignation when it is obvious that one's services are no⁶⁰⁰ longer required. (803)—Lottie E. Neff, Milwaukee Vocational School, Milwaukee, Wisconsin.

Curtness vs. Courtesy in Collection Methods

Typified by these letters from "Business Letters, Functions, Principles, Composition"

By Ralph Leslie Johns

Glendale Junior College, Glendale, California

Mr. Henry Swift,
14 Euclid Avenue,
Dayton, Ohio.

Dear Sir:

The enclosed statement shows a past-due²⁰ balance of \$83.50. We hope to receive a remittance by return mail.

Yours very truly, (40)

Dear Mr. Jeffers:

In the hurry of business it is easy to forget to mail a check for an account when³⁰ due.

Evidently our June 1 statement suffered this forgetfulness.

We hope to receive your check for⁴⁰ \$106 by return mail—a self-addressed stamped envelope is enclosed for your use—with right good will.

Very truly⁶⁰ yours, (61)

Gentlemen:

Your orders Nos. 3672 and 3688.²⁰ For some reason you have overlooked remitting for two orders—Nos. 3672⁴⁰ and 3688—placed with us during the month of June.

You will remember our conversation⁶⁰ of two months ago, in which you agreed to make settlement of your account in full each month as it became⁸⁰ due. These orders were not included in your remittance for your June account. We are at a loss to understand¹⁰⁰ the reason for failure to include these invoices of \$167.30 and¹²⁰ \$45.80.

We shall appreciate your remittance for these amounts at once. For your convenience¹⁴⁰ we have enclosed an envelope, which requires no postage. Just drop it into the mail box—but be sure it contains¹⁶⁰ your check!

Yours very truly, (165)

My dear Mrs. Cotton:

You will remember that two letters have come to you recently asking why your payments²⁰ on the grand piano purchased three months ago have not been kept up to date.

You purchased the piano, and we⁴⁰ sold it to you, in good faith. You agreed to make payments of \$30 each month for twelve months. But two of your⁶⁰ payments have been neglected. May we ask why?

We shall look for a check from you for \$60 in the return⁸⁰ mail. We want you to enjoy your piano, but we want you also to keep the payments on it up to date.

Very¹⁰⁰ truly yours, (103)

January's "Talent Teaser"

(Lines from top to bottom: 11, 12, 1, 10, 6, 2, 3, 9, 14, 7, 13, 5, 4, 8)

WHY THEY CALL IT PIN MONEY

This expression originally came from the allowance that a husband gave his wife to purchase pins. At one²⁰ time pins were dreadfully expensive, so that only wealthy people could afford them, and they were saved so carefully⁴⁰ that in those days you could not have looked along the pavement and found a pin that you happened to be in need of,⁶⁰ as you can and often do today.

By a curious law the manufacturers of pins were allowed to sell⁸⁰ them only on January 1 and 2 of each year. When those days came around the women got pin money from¹⁰⁰ their husbands and went out and got their pins.

Pins have become so very cheap in these days that we are rather careless¹²⁰ with them, but the expression has continued to live.

Pins were known and used as long ago as¹⁴⁰ 1347 A.D. They were introduced into England in 1540. In 1824¹⁶⁰ an American named Might invented a machine for making pins which enabled them to be manufactured¹⁸⁰ cheaply. About fifteen hundred tons of iron and brass are made into pins every year in the United²⁰⁰ States.—Selected. (203)

Mitzi—A Descendant of Strongheart's

The Story of a Dog that Can Speak and Read

By Novella McCaleb

Dyersburg, Tennessee

I had never been allowed to have a dog. But when the German shepherd first became so popular in this country,²⁰ I made up my mind to have one some day. Then Strongheart made his appearance on the screen and his brilliant performances¹⁰ strengthened my desire and I decided that if I ever did have one he must be as bright as Strongheart!

One night¹⁰⁰ while in college, I was dreaming—when doubtless I should have been studying. But the vision of things I was to have⁵⁰ some day was more alluring. I jotted them down. Heading the list was "German police dog." (I was uninformed then¹⁰⁰ as to the true name of the breed.) In a way that I've never known, the foolish memo fell into the hands of an¹²⁰ old friend. How kind are the gods of chance—at times! In a few months I was surprised by a letter saying a puppy,¹¹⁰ sired by a champion, a white German shepherd, was being sent me from Michigan.

Naturally, I was¹⁰⁰ elated. But instead of the puppy, word came that he had died 12 hours before the time that he was to have been shipped¹⁸⁰ to me! So great was my disappointment that, after a few weeks, the only other German shepherd obtainable³⁰⁰ was sent instead. This dog also had a fine pedigree—she was, indeed, descended from Strongheart—almost too³²⁰ much of a dream come true for me to believe. Again the gods of chance had smiled! For no other dog could ever have³⁴⁰ equaled Mitzi. And now Mitzi is as vital a member of our family as any of us.

As I knew³⁰⁰ nothing of dogs, Mitzi was "raised by the book." Soon after she came, I went to the library to read up on³²⁰ contemporary plays, discovered "How to Raise the Police Dog," and walked out with it, forgetting the purpose of my³³⁰ visit. So Mitzi was bathed, fed, doctored as carefully as a human baby.

She is now a fine, healthy three-³²⁰year-old with a beautifully shiny silver-gray coat, and in her eyes can be read nearly every human³⁴⁰ emotion from love to sorrow.

According to "the book," training was not to be begun, formally, until she³⁶⁰ was about a year old, but I could not wait. By the time she was four months old, Mitzi knew all the simple commands,³⁸⁰ but of course it took time to perfect her instant obedience. As this breed has a name of being ferocious,⁴⁰⁰ I started early curbing any evidence of viciousness. A Newfoundland could be no more amiable⁴²⁰ than Mitzi is now. Yet she is an excellent watchdog, her mere size and bark being ample protection.

Very⁴⁴⁰ early she showed a mind of her own, and it took great patience to overcome her obstinacy. One day it took⁴⁶⁰ exactly 45 minutes to make her bring a paper that she'd

decided she didn't want to bring. But once⁴⁸⁰ conquered, she tries so very hard to understand what is wanted of her. Now she is under such control that she⁵⁰⁰ will not touch her food unless given leave, no matter how hungry she is.

The first outstanding evidence of her⁵²⁰ reasoning power was when she was about six months old. Mother was in the yard, near the shepherd's house, to which Mitzi⁵⁴⁰ was chained. Puppy-like, Mitzi wanted to leap all over my mother's fresh dress. Mother picked up a broom that was handy⁵⁶⁰ and hit her broadside with it. Without a whimper, Mitzi walked back to her house, picked up a piece of garden hose⁵⁸⁰ some two feet long, which was used to punish her, came back to Mother with it, wagging her tail as if to say: "Use this;⁶⁰⁰ that broom hurts." So Mother used it.

One of the first things she was taught was to wake me. Often when I was not to be⁶²⁰ waked early, they would not let her come upstairs. Then she would slip away and actually *tiptoe* up the steps. If⁶⁴⁰ I would not get up immediately, she would put one house-slipper on the bed. If this brought no response, she would⁶⁶⁰ get the other. One morning I did not heed even that, just to see what she'd do next. Mitzi jumped on the bed, curled⁶⁸⁰ up to my back, put her head on the pillow by mine, and lay still!

She quickly learned the usual simple tricks of⁷⁰⁰ playing dead, jumping, rolling over, shaking hands, bringing various things, stopping, backing up, and such performances.⁷²⁰ Then came learning right from left and telling one color from another. She soon knew the proper behavior when⁷⁴⁰ out walking, staying at the left knee. Though I always carry a leash, it has never been necessary to use⁷⁶⁰ it, except where there are people who might fear "that big po-leece dog."

It seems her breeder had been loath to part with this⁷⁸⁰ puppy when the time came, as she showed more promise than the rest. Well he might have hesitated, for Mitzi has talents⁸⁰⁰ I've never seen, read, or heard of in any other dog. I have even received one offer for a vaudeville⁸²⁰ contract for her. Often I've wondered what success she'd have had on the stage. Born of "stage folks," Mitzi certainly⁸⁴⁰ inherited their acting talent, and she is never happier than when she has an audience. "Blood will tell."⁸⁶⁰

Well do I remember the day I taught her to speak! She was not three months old then. After a few days the work grew⁸⁸⁰ monotonous, so I taught her to bark three times. Next day she remembered that. So I said: "Bark four times." When I heard⁹⁰⁰ four little barks—no more, no less—my eyes got about three sizes larger.

"Bark twice."

Two barks! No explanations!

My⁹²⁰ excited cries brought the family, and Mitzi repeated them, one, two, three, four, in order or skipping around.⁹⁴⁰ Then, with no explanations again, she barked any number up to ten. These I had taught her. I never went higher⁹⁶⁰ than ten, as it is too much

to listen to. After that, I asked her how many fingers I was holding up,⁹⁰⁰ and she told me without missing one.

One night, when Mitzi was thirteen months old, one of the girls was in the kitchen¹⁰⁰⁰ with me preparing some light refreshments for a little party of friends. Mitzi naturally followed me back¹⁰²⁰ there. Having heard how she could count this girl asked to have Mitzi perform. So I asked a few numbers. Then at my friend's¹⁰⁴⁰ suggestion, I asked how many girls were in the room.

Mitzi barked three times. Though I'd never told Mitzi what girls were,¹⁰⁶⁰ I was ashamed of her as she had never missed a number before. I scolded her and repeated the question.¹⁰⁸⁰ Again three barks.

"Why, Mitzi, there aren't! Tell me again—how many ladies?"

Two barks.

Then it dawned on me. I'd often¹¹⁰⁰ called her "old girl." She was counting herself! Even now she counts herself if asked how many girls there are present, but¹¹²⁰ does not do so if you say "ladies." But she never misses the number of men or children.

Seeing some jars of¹¹⁴⁰ newly preserved fruit on the table one day, I asked her how many¹¹⁶⁰ there were. She barked seven. And, as she was across the room, she walked up to the table, looked around, barked three more¹¹⁸⁰ times, and then stopped. We counted the cans. She was right. There were ten.

After that, I decided Mitzi might be able¹²⁰⁰ to add. So I asked her:

"What are two plus two?"

She looked at me bewildered.

So I held up two fingers of one hand,¹²²⁰ two of the other, put them together, and repeated the question. Catching the idea, she barked four times.

I've¹²⁴⁰ never explained addition to her any more. Still she can tell you any sum not exceeding ten. That night Mitzi¹²⁶⁰ took up her rôle as performer and I've often wondered since how we used to amuse our guests.

Not long after¹²⁸⁰ that, a home-talent "circus" was being given in my town, and I was asked to put on an act with my dog. Some¹³⁰⁰ friends who had dropped in one night asked for Mitzi to go through her stunt. A rather timid chap suggested half¹³²⁰ humorously, half deridingly, that Mitzi should be able to subtract, multiply, and divide, if she could add.

Taking¹³⁴⁰ it as a challenge, I asked Mitzi: "What are four minus two?"

Again she was puzzled, so by the same method¹³⁶⁰ I told her what I meant. But when I asked her three times three, she barked nine times without being told! The boy who had¹³⁸⁰ suggested it seemed to shiver and his eyes "to run out on stems," as he said. "Ugh!—that dog's uncanny!"

She really¹⁴⁰⁰ is!

Sunday night before the big "show" I had the inspiration of using a blackboard with Mitzi. We soon had¹⁴²⁰ a small portable board rigged up and I wrote on it one, two, three. I told her what each number was, and she grasped them¹⁴⁴⁰ at once. And when

I wrote four, she barked four times without being told, nor did she miss any of the other numbers,¹⁴⁶⁰ except seven, which she took for one, due to my imperfect writing. By Friday she had her written numbers learned¹⁴⁸⁰ perfectly, in time for the show. Wearing a red cap and glasses and carrying her lunch basket, her "first appearance¹⁵⁰⁰ upon the stage" was quite a success. And great was my pride in her that night!

I was also quite pleased with her first¹⁵²⁰ appearance in a dog show. About two months before the Memphis Kennel show, a year ago, I asked Daddy if¹⁵⁴⁰ he would take Mitzi down for it. He is very fond of her and much of her perfect obedience and many¹⁵⁶⁰ of her tricks are due to his patience and understanding. So he answered, rather absentlv: "Sure, sure," never dreaming¹⁵⁸⁰ I was serious.

But I was, and held him to his promise, as I could not go. So he took her down and left¹⁶⁰⁰ her with an attendant of the show. She brought back ribbons in two classes—a red and a white. I've learned much about¹⁶²⁰ dogs and dog shows since I've had a dog of my own. Little did I know before owning a dog what an important¹⁶⁴⁰ part the owner plays in knowing how to present his dog to the best advantage. Now I feel doubly proud of¹⁶⁶⁰ Mitzi's winning anything, for she really won those ribbons by herself.

During Christmas dinner Mitzi's¹⁶⁸⁰ precociousness was a topic of conversation. One skeptic said:

"Next I guess you'll be telling me she can read."

"Of¹⁷⁰⁰ course she can," I answered, and got her blackboard after dinner was over.

I wrote her commands on it and Mitzi¹⁷²⁰ obeyed them. She learned to read as easily as to figure, and has never forgotten a word. To write "pray" and¹⁷⁴⁰ see her walk over to a chair, put her paws on it, and bow her head down is one of her most appealing¹⁷⁶⁰ performances.

But to me the greatest evidence of Mitzi's human understanding was with her babies.¹⁷⁸⁰ The ten puppies occasioned much joy and attention. Two females died, leaving five males and three females. When they were¹⁸⁰⁰ about a week old Mitzi and I were both watching her babies and I asked her how many she had.

"Eight," she said.¹⁸²⁰

"Really, now, that's fine," I replied. "How many little boys?"

Five barks.

"How many little girls?"

"Three."

"How many puppies¹⁸⁴⁰ did you have at first?"

"Ten."

"How many died?"

"Two."

When I left Mitzi and her family I was in a very puzzled¹⁸⁶⁰ mood. How could she? How did she know?

However, telling of one's own dog is like parents talking of their only¹⁸⁸⁰ offspring—the most wonderful in the world, of course.

Yet in my limited experience, I have never come in¹⁰⁰⁰ contact with a dog so well mannered, so brilliant, so desirous of understanding. And I like to feel, when Mitzi¹⁸⁹⁰ figures and reads, that even Strongheart couldn't have done that.

No one can ever convince me that dogs do not have many¹⁹⁴⁰ endowments of the human mind. And, being a teacher, I only wish some of my human pupils could—and¹⁹⁶⁰ would—learn as readily as my canine pupil. (1969)

(Reprinted from the October, 1932, issue of the "American Kennel Gazette")

November O. G. A. Test

If you are experiencing difficulty in writing fast enough to suit you, analyze the reasons for³⁰ it. It may be due simply to a lack of words. If, while reading, you give thought and attention to increasing your⁴⁰ stock of words, and if in addition to remembering, understanding, and using these new words, you will at the⁶⁰ same time learn the outlines for them and write them until they are perfectly easy, you will find that what appeared to⁸⁰ be a great call upon your manual and mental powers for speed and endurance was after all only a¹⁰⁰ "spicy" bit of exercise that leaves you aglow with the flush of skill and success. (114)

Detecting Counterfeit Certificates

From "Uncle Sam's Money"

By Walter O. Woods

Treasurer of the United States

(Adapted to the vocabulary of the first eight Chapters of the Manual)

Those who verify the receipts of the currency that is received at the Treasury not only have the duty³⁰ of making a correct count, but they must also see that the assortment by class and denomination is⁴⁰ right, and, most important of anything they are required to do, to see that each note is genuine. The counter⁶⁰ must not permit a counterfeit to pass undetected.

Every currency clerk must know not only the details⁸⁰ of the printing that should appear on every outstanding certificate and note of each of the many¹⁰⁰ denominations, but must also be so thoroughly familiar with them that any variation in¹²⁰ appearance will at once attract his attention.

One of the methods of training (and it seems a harsh schooling) is the¹⁴⁰ rule that requires a counter who causes loss through passing of a counterfeit to make good the amount. That ruling¹⁶⁰ is imperatively necessary in order that it be assured that each counter has scrutinized each note¹⁸⁰ and has been sure that the count was correct and the notes genuine.

With one clerk counting the upper halves

and another,²⁰⁰ serving in a distant office, counting the corresponding lower halves of the same notes, accuracy is²²⁰ pretty well assured. If one of the counters should pass an error, it is unlikely that the clerk who happens to²⁴⁰ be assigned the corresponding strip of halves to verify will also make the same error.

It sometimes occurs²⁶⁰ that a very expertly executed counterfeit is discovered to be in circulation. Each counter²⁸⁰ is notified and afforded an opportunity to examine the spurious note as soon as it reaches³⁰⁰ the Treasury. Every counter is thus immediately on notice as soon as the first one is³²⁰ detected.

Any counterfeit that appears dangerous, that is, one that it seems might deceive a counter, causes³⁴⁰ every note of that particular print that comes in to be turned over to certain particularly expert³⁶⁰ examiners. There are several of these especially fine currency examiners. Two of them are women³⁸⁰ who have had very long experience and are said to be the most expert in the world in that particular⁴⁰⁰ line. Their ability to detect the spurious is astonishing. They can detect it oftentimes by⁴²⁰ the sense of touch alone, but their most expert work is through an observation of each detail of the printing. They⁴⁴⁰ can see immediately any variation in the design, in the portrait, in the shading, or in the⁴⁶⁰ delicate lines. If anyone will observe a note critically it will be quite apparent that each detail⁴⁸⁰ of the printing is a remarkable exhibition of the engraver's art.

No matter how skilled an engraver⁵⁰⁰ may be, no one was ever expert enough exactly to duplicate his own work. Many can engrave a⁵²⁰ plate satisfactorily, and of course an expert can make another plate that is just as good as the first expert⁵⁴⁰ made, but he could not make the second one an exact counterpart of the first. There would be at least some slight⁵⁶⁰ differences—some slight variations that a magnifying glass, under the eye of one of those experts, would be⁵⁸⁰ certain to reveal. Any difference proves fraud, because the same engraved plate cannot produce differences in⁶⁰⁰ the design of the note printed from it.

It is a part of the engraving rules that no one man shall engrave an⁶²⁰ entire plate. One engraver will produce the portrait, another the square letters, another the script, etc.⁶⁴⁰

A number of wrongdoers have at times attempted to deceive Uncle Samuel by undertaking to⁶⁶⁰ counterfeit his paper money. It is but a short time until they find themselves in the law's clutches. The Government's⁶⁸⁰ very efficient Secret Service sees to that. Experience has taught a good many who have attempted⁷⁰⁰ currency fraud that it leads to a loss of liberty. (710)

Short Stories in Shorthand

Not Guaranteed

The customer, rushing into a store near the depot, demanded impatiently:

"I want a mouse trap—a good³⁰ one," he said rather sharply, "and please be quick, for I want to catch a train."

The shopkeeper eyed him coldly.

"I regret,⁴⁰ sir," he said, "that my mouse traps are not guaranteed to catch trains." (51)

Terminology

"Sometimes," remarked a long-suffering parent, "I think that college-bred means a four years' loaf." (16)

Leave It to Pat!

An officer on board a ship was drilling his men. "I want every man to lie on his back, put his legs in²⁰ the air, and move them as if he were riding a bicycle," he said. "Now commence."

After a short effort, one of⁴⁰ the men stopped.

"Why have you stopped, Murphy?" asked the officer.

"If you please, sir," was the answer, "I'm coastin'." (58)

We Had!

You have probably observed from time to time that the grapefruit is one thing that manages to get itself into²⁰ the public eye without the aid of the newspapers. (29)

How Was She to Know?

"I tell you I won't have this room," protested the old lady to the bellboy. "I ain't going to pay my good money²⁰ for a pigsty with a folding bed in it. You think jest because I'm from the country—"

Disgusted, the boy cut her⁴⁰ short. "Get in, mum, get in. This ain't your room. This is the elevator." (52)



Echoes from the International Congress at London

(Continued from page 189)

the retailer selects goods, offers them with appropriate convenience in space, carries them through time, and breaks their quantity into suitably small lots. Capital outlay and the risk of loss are inseparable from these activities. The task of retailing can be, and is, very variously performed; but the marketing executive must understand the process as it relates to the goods he is directly concerned with.

The third and last main group of marketing

problems are those of the manufacturer. Among the detailed questions which arise in this connection are, for example, the selection and adaptation of goods in relation to market demand; the selection of channels of distribution; organization; the use of brands and trade-marks; the choice of methods of sales promotion; the use of advertising; price policy; the use of market research; the interpretation of sales statistics; methods of sales control, and sales budgeting.

Excerpts from Third Group Sessions Topic

METHODS OF TRAINING BOYS AND GIRLS FOR EMPLOYMENT IN RETAIL DISTRIBUTION

S. A. WILLIAMS, M.A., (L.C.C. School of Retail Distribution, 66, Horseferry Road, London, S.W.1, England)—More people are engaged in retail trades than in the office end of business. The prospects compare favorably with those in other fields of work and the salesmen and women who make up the great majority of the workers have a reasonable assurance of permanent work and a satisfactory rate of pay. The opportunities for promotion are many and the rewards offered for success are very substantial. Moreover, it is not a disadvantage that advancement depends almost entirely on merit.

The retailer's task today is a difficult one. His great problem is how, with much greater assortments of stock and probably no greater volume of trade to maintain his rate of turnover, and in view of the increased losses

which are inevitable wherever style is introduced into merchandise, a satisfactory gross profit can be secured. To fulfill his task successfully calls for higher qualities of initiative, for greater diligence, for more exact knowledge than were ever required before. The wider assortments of ever-changing merchandise, too, have created a selling problem not always easy of solution and one which calls for a degree of intelligence and skill in salesmanship which were far less necessary in the days of standardized merchandise.

Proficiency in retailing, as in other occupations, depends on technical knowledge and skill and, not least important, on appreciation of the value of the work. Technical knowledge includes knowledge of merchandise, knowledge of customers and of the principles and practice of retailing. In considering a

program of study in retail distribution, one fact stands out—the supreme importance of the personnel. Even in this age of machinery, the human element is still the greatest factor in business life. Money, machinery, markets, and materials all are useless without men. Particularly is the question of staff of importance in retail distribution. In shopkeeping, the use of machinery is narrowly restricted. In no other business does such a large proportion of the staff come into direct contact with the public, and there is no factor which reacts more quickly or more permanently on the fortunes of a retail business than does the quality of the staff.

M. LOMONT (*Directeur General des Ateliers-Ecoles 2, Place de la Bourse, Paris 2e*)—The training of retail sales people has been generally neglected in spite of the great importance of retail business in every country.

The Chamber of Commerce of Paris has attempted to solve the problem by creating a retail sales school in the form of a model store. These store-schools have the real French originality and are so ingeniously designed that life itself has penetrated into pedagogy. After ten years of trial, this method has proved itself a complete success.

C. L. T. BEECHING, O.B.E. (*Institute of Certified Grocers, 50, Doughty Street, London, W.C.1, England*) — If a knowledge of the goods is at the root of salesmanship, then training in commodities surely will conduce to what is so much desired, namely, better salesmanship.

Convention Gleanings

(Concluded from page 183)

trict, Rocky Mount, North Carolina, November 11-12, 1932.

Speakers:

Thomas J. Pearsall, Attorney, Rocky Mount—WHAT I WANT MY STENOGRAPHER TO KNOW; George W. Coggin, State Supervisor of Industrial Education, Board of Education, Raleigh—PART-TIME CLASSES—WHAT THEY MEAN TO THE YOUTH OF NORTH CAROLINA.

New Officers:

CHAIRMAN: Katherine Mellette, High School, Washington
SECRETARY: Josephine Bryant, High School, Plymouth

OREGON STATE TEACHERS' ASSOCIATION, Commercial Section, Portland, Oregon, December 29-30, 1932. Chairman: H. T. Vance, Head of Department of Secretarial Training, Oregon State College, Corvallis.

Speakers:

Mrs. Minnie DeMotte Frick, Assistant Professor of Secretarial Training, Oregon State College, Corvallis—THE NEW APPROACH TO TEACHING SHORTHAND, discussion by F. N. Haroun, High School of Commerce, Portland; Anne Corcoran, Washington State College, Pullman, Washington—HOW MODERN ARE OUR METHODS OF TEACHING TYPING? discussion by Mrs. Audrey May, University High School, Eugene; Felix F. Fors, West Linn High School, West Linn—PRE-BOOKKEEPING—JUNIOR BUSINESS TRAINING, discussion by Myrtle E. Pullen, High School, St. Helens; Mrs. LaVera M. Gatchell, Medford High School, Medford—THE BOOKKEEPING APPROACH, discussion by A. T. Sether, University High School, Eugene; Preston E. Rohner, Woodburn High School, Woodburn—FOUNDATIONAL BOOKKEEPING—SOCIAL VALUES, discussion by Horace E. Pattison, High School, Milwaukee; L. L. Deal, Grants Pass High School, Grants Pass—FORMER BOOKKEEPING—VOCATIONAL VALUES, discussion by Merritt Davis, High School, Salem.

NORTH CAROLINA STATE TEACHERS' ASSOCIATION, South Piedmont District, Charlotte, North Carolina, October 28-29, 1932.

Speakers:

Dr. B. Frank Kyker, Woman's College of University of North Carolina, Greensboro—SIGNIFICANT TRENDS IN COMMERCIAL EDUCATION; Austin M. Bratcher, Head of Commercial Science Department, Winthrop College, Rock Hill—FOR SALE, A COMMERCIAL DEPARTMENT.

New Officers:

CHAIRMAN: D. C. Spickard, Charlotte Technical High School, Charlotte
VICE CHAIRMAN: Hattie Campbell, Boyden High School, Salisbury
SECRETARY: Willis Ruby Blackburn, Central High School, Charlotte

UTAH EDUCATIONAL ASSOCIATION, Salt Lake City, Utah, October 27-29, 1932.

Speakers:

Guest speakers: Albert Edward Wiggam, Vernon, Indiana; Dr. Rollo L. Lyman, University of Chicago, Chicago, Illinois; Dr. Howard Driggs, New York University, New York, New York; Robert Ethel Phillips, Cum-nock School, Los Angeles, California; Mark H. Greene, University of Utah, Salt Lake City—WHY THE FEDERAL FARM BOARD LOST \$150,000,000 IN ITS EFFORTS TO STABILIZE THE PRICE OF WHEAT; Earl J. Glade, Radio Station KSL, Salt Lake City—HOW SCHOOLS CAN HELP BUSINESS TO MEET THE ISSUES OF 1933; W. L. Wanlass, University of Utah, Salt Lake City—PRESENT-DAY REPERCUSSIONS OF THE WORLD WAR.

New Officers:

PRESIDENT: Keith Wahlquist, Principal, Weber County High School, Ogden
FIRST VICE PRESIDENT: E. E. Ericksen, University of Utah, Salt Lake City

WASHINGTON EDUCATION ASSOCIATION, North Central Region, Commercial Section, Wenatchee, Washington, October 27-28, 1932.

Speaker:

W. L. Gross, The Gregg Publishing Company, San Francisco, California—PRESENT TRENDS IN COMMERCIAL EDUCATION.

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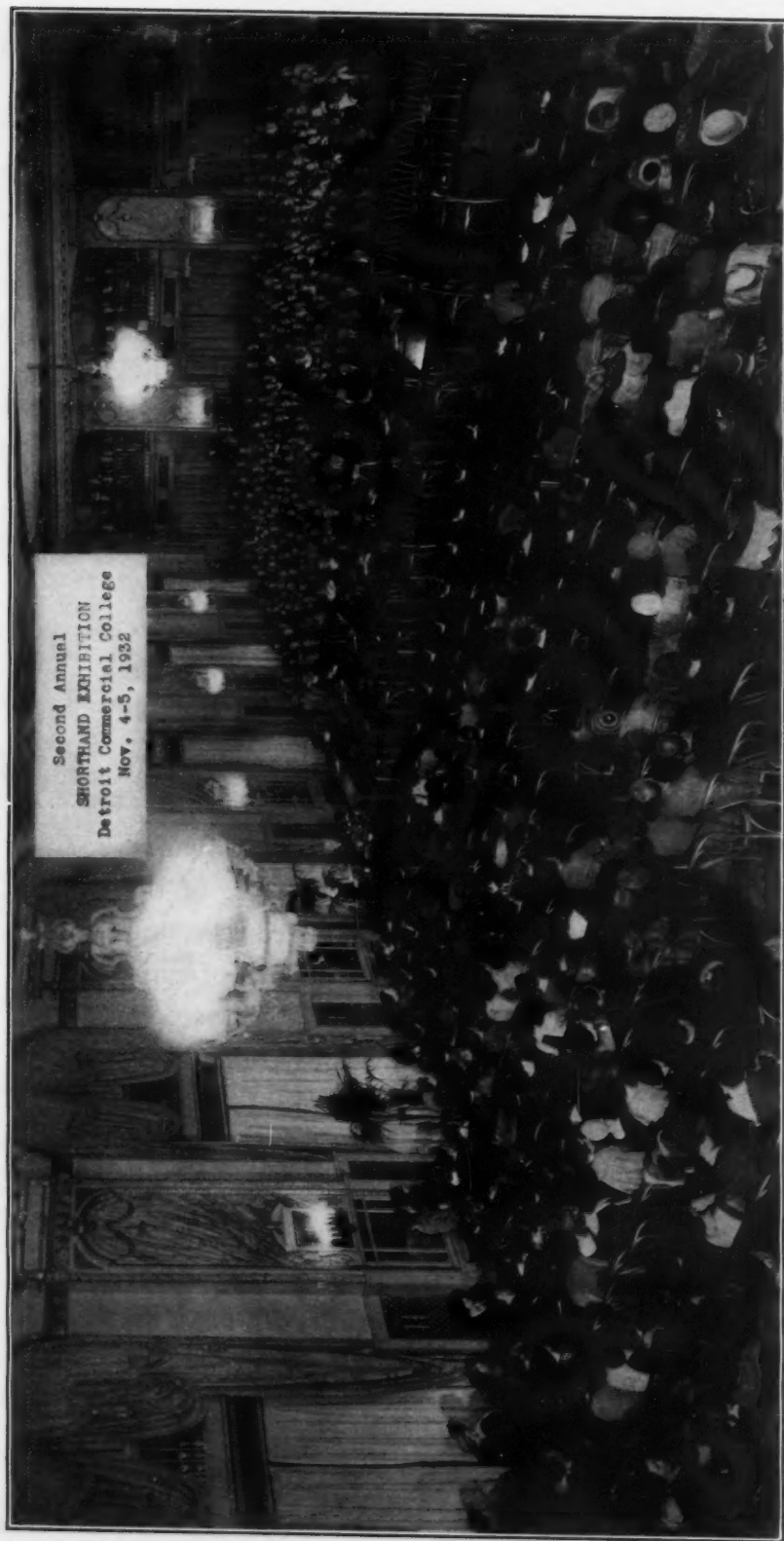
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